



College of Southern Idaho

Exhibits for

# Regular Interim Report for Reaffirmation of Accreditation

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Prepared for the Northwest Commission on Colleges and Universities

**March 2010**



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## Part A - Recommendations

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### Recommendation 1

A.1.1

[http://www.csi.edu/facultyAndStaff\\_/committees/curriculum/minutes.asp](http://www.csi.edu/facultyAndStaff_/committees/curriculum/minutes.asp)

October 2005 to April 2007

A.1.2

[http://reports.csi.edu/2009\\_InstitutionalProfile/grad\\_survey\\_sep09.pdf](http://reports.csi.edu/2009_InstitutionalProfile/grad_survey_sep09.pdf)

### Recommendation 2

No exhibits

### **Recommendation 3**

A.3.1 – Consolidated reporting process



## Process Consolidation

### Program Portfolio

Ongoing collection point for program-related information. This could theoretically replace the outcomes assessment binder for programs wishing to do so.

Satisfies SBOE Program Review requirements, Accreditation Self-Study requirements, Outcomes Assessment requirements, and drives the UDP process



Longitudinal review presented every five years

Program Profile
<ul style="list-style-type: none"> <li>• History of Program</li> <li>• Description of program</li> <li>• Mission and goals</li> <li>• Program content</li> <li>• Outcomes/Assessment</li> </ul>

Resources
<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Students</li> <li>• Library</li> <li>• Facilities</li> <li>• Student support</li> </ul>

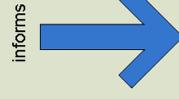
Outcomes
<ul style="list-style-type: none"> <li>• Indicators of program quality</li> <li>• Assessment data/report</li> <li>• Summary and recommendations</li> <li>• Previous year UDP for results</li> </ul>

- NOI process
- Catalog information
- Curriculum committee program form

### Continuous improvement process (IDP/UDP)

Departmental latitude to define inputs, including but not limited to evaluation, OA review, strategic goals, etc.

IDP
Individual goals and contributions to unit success



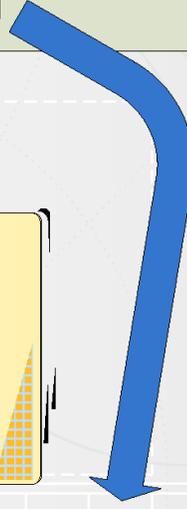
UDP
Unit goals and response to summary and recommendations



Budget request
Unit specific categorical changes in requested budget allocation



informs



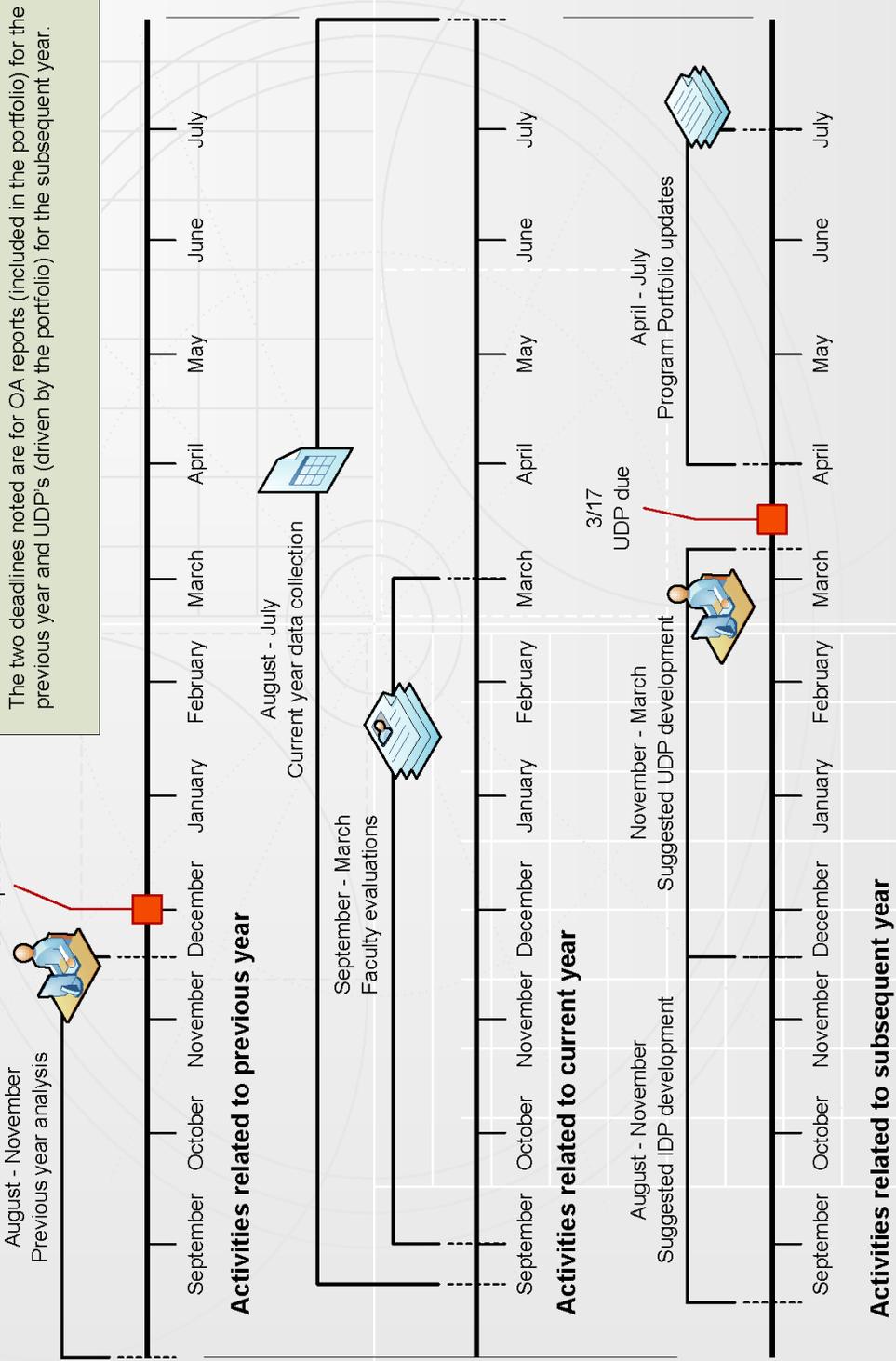
Improvements/modifications



### Process Consolidation Timeline

#### Process Cycle

The academic year timelines below are concurrent activities during one cycle. Each represents a different activity, relating to the previous year, relating to the current year, and relating to the subsequent year.



#### Activities related to subsequent year

**Recommendation 3 cont.**

A.3.2 - Department of English, Languages, and Philosophy Outcomes Assessment Policy

## **English 015, 090, and 101 Policy Statement on Outcomes Assessment**

Outcomes assessment is a departmental process that determines whether students pass English 015, 090, and 101. It also ensures that each student's work is fairly reviewed. Here's how it works: By the fifteenth week of a semester, composition instructors have collected and evaluated enough student work to confidently recommend that a student pass the class or repeat it. Instructors indicate their recommendations as either "P" (Proficient) or "NP" (Not Proficient). In both situations, students will be able to participate in the Outcomes Assessment process described in this document. In some instances, however, students may be ineligible to participate because of excessive absences, incomplete work, or plagiarism; these students must repeat the course.

### **The Outcomes Assessment Essay:**

To verify instructors' recommendations, all students enrolled in English 015, 090, and 101 are given common essay assignments, tailored for each course level, in the fifteenth week of a semester. Students have one week to work on their responses, and they submit their responses, together with draft work, during the sixteenth week of the semester. Students also submit their responses anonymously (they are given codes which they mark on their papers in place of their names). Students must also submit their Collected Works, a folder containing the prewriting, draft, and revised versions of all of the essays they have written during the semester.

### **Outcomes Assessment Essay Evaluation:**

Each essay is evaluated by two readers, neither of whom is the writer's instructor; readers assess each paper as "P" (Proficient) or "NP" (Not Proficient). If an instructor recommends a student as P and at least one reader agrees with that recommendation by assessing the student's Outcomes Assessment paper as P, the student passes the class. If an instructor recommends a student as NP and at least one reader agrees with that recommendation by assessing the student's Outcomes Assessment paper as NP, the student must repeat the course.

### **The Review Process:**

If the assessment of both readers conflicts with an instructor's recommendation, the student's work is eligible for the review process. Review involves examining the student's Collected Works for proficiency. Review readers assess folders as P or NP. If two review readers assess a folder as P, the student passes the course. If two review readers assess a folder as NP, the student must repeat the course.

### **Final Grades:**

Instructors' grading policies determine final grades for students who pass Outcomes Assessment. Students who do not pass Outcomes Assessment receive an NC ("No Credit"), a grade that does not affect GPA.

### **Plagiarism:**

The outcomes assessment essay must be exclusively a student's own work. Students submitting work that is not their own will receive an automatic F for the course (see the honesty policy in the CSI catalog).

**Recommendation 4**

No exhibits

**Recommendation 5**

A.5.1 – CSI Board of Trustees minutes, November 2009

# **COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES**

**November 16, 2009**

## **EXECUTIVE SESSION**

**5:00 p.m.**

**Taylor Building – President’s Board Room**

## **BOARD OF TRUSTEES MEETING**

**5:30 p.m.**

**Taylor Building – SUB 248**

## **AGENDA**

**APPROVAL OF MEETING AGENDA: (A) *LeRoy Craig***

**MINUTES – EXECUTIVE SESSION OF OCTOBER 19<sup>TH</sup>: (A) *Mike Mason***

**MINUTES – REGULAR MEETING OF OCTOBER 19<sup>TH</sup>: (A) *Mike Mason***

**TREASURER’S REPORT: (A) *Mike Mason***

**OPEN FORUM**

**HOSPITAL BED AND TABLE BID: (A) *Mike Mason***

**FISCAL YEAR 2009 AUDIT: (A) *Mike Mason***

**HEAD START REPORT: (I) *Mike Mason***

**POLICY AND PROCEDURE MANUAL UPDATES: (A) *Monty Arrossa***

**CWI ACCREDITATION UPDATES: (I) *Dr. Jeff Fox***

**PRESIDENT’S REPORT: (I) *President Beck***

**OLD BUSINESS**

**NEW BUSINESS**

THE COLLEGE OF SOUTHERN IDAHO  
 COMMUNITY COLLEGE DISTRICT  
 NOVEMBER BOARD OF TRUSTEES MEETING  
 NOVEMBER 16, 2009

CALL TO ORDER: 6:12 p.m. Presiding: LeRoy Craig

Attending: Trustees: LeRoy Craig, Dr. Charles Lehrman,  
 Donna Brizee, Dr. Allan Frost and Dr. Thad Scholes

College Administration: Gerald L. Beck President  
 John M. Mason, Vice President of Administration  
 Dr. Jeff Fox, Executive Vice President and Chief  
 Academic Officer  
 Dr. Edit Szanto, Vice President of Student Services  
 and Planning and Development  
 Dr. Ken Campbell, Dean of Technology  
 Dr. Mark Sugden, Instructional Dean  
 Dr. Cindy Bond, Instructional Dean  
 Dr. Todd Schwarz, Instructional Dean  
 Jeffrey M. Harmon, Dean of Finance  
 Graydon Stanley, Dean of Students  
 Monty Arrossa, Human Resources Director  
 Randy Dill, Physical Plant Director  
 Doug Maughan, Public Information Director  
 Kathy Deahl, Administrative Assistant to the  
 President

CSI Employees: None

Visitors: Student Body President Lacey Haggan

Faculty Representative: John Boling and Jody Hawkins

PACE Representative: Victoria Ward and Kim Taylor

Times News: None

The meeting agenda was amended to include Herrett Center  
 Collections on MOTION by Dr. Allan Frost. Affirmative vote  
 was unanimous.

MINUTES OF THE EXECUTIVE AND REGULAR SESSION OF OCTOBER 19,  
2009 were approved on MOTION by Dr. Thad Scoles. Affirmative  
 vote was unanimous.

CSI Trustees  
November 16, 2009  
Page 2

TREASURER'S REPORT: The Treasurer's report was accepted on MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

There were no speakers for the Open Forum.

BID:

1. The Board approved the bid of Hil-Rom Company of Batesville, Indiana in the amount of \$55,603.80 for the fourteen specified hospital beds and associate side tables on MOTION by Dr. Allan Frost. Affirmative vote was unanimous.

Funding for this purchase is from the State of Idaho Division of Public Works project funds and the Plant Facility Fund.

PRESIDENT'S REPORT:

1. The fiscal year 2009 audit was accepted on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

2. The Head Start Planning Matrix was approved on MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

3. Monty Arrossa presented updates to the College of Southern Idaho Policy and Procedures Manual to the Board. The Board approved the updates on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

Both the Board and President thanked Monty Arrossa for his work in this area.

4. Dr. Jeff Fox updated the Board concerning the status of the College of Western Idaho accreditation process. He advised the Board that the Proposal for Candidacy had been submitted and that we were hopeful that they would receive full accreditation in the fall of 2013.

5. The Board accepted the recommended donations to the Herrett Center as recommended by the Herrett Center Collections Committee on MOTION by Dr. Allan Frost. Affirmative vote was unanimous.

CSI Trustees

November 16, 2009

Page 3

6. President Beck reported the following:

a. President Beck attended a meeting concerning economic development in the Twin Falls area.

b. The President and local business people hosted two site visits concerning the Dell building and two more site visits are scheduled.

c. The dental hygiene program is scheduled to start next fall. Meetings have been held with local dentists.

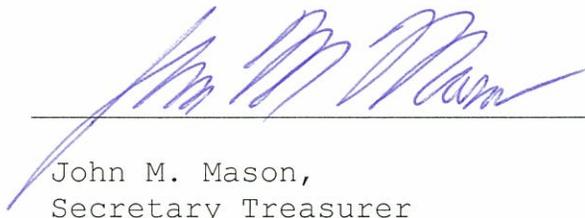
d. The annual Southern Idaho Economic Development Organization meeting was held at Canyon Crest in Twin Falls.

e. President Beck continues to attend executive awareness meetings in support of the College of Southern Idaho Foundation fund raising campaign.

f. President Beck was re-appointed to the Idaho Workforce Development Council. Prior to a three year absence, he had served on the council for twenty two years.

g. The College of Southern Idaho Forensics Team earned first place in a competition of twenty teams from two and four year colleges.

ADJOURNMENT was declared at 6:50 p.m.

  
\_\_\_\_\_  
John M. Mason,  
Secretary Treasurer

Approved: December 21, 2009

  
\_\_\_\_\_  
Chairman



November 3, 2009

To: President Beck and the College of Southern Idaho Board  
of Trustees

From: Mike Mason 

Re: Hospital Bed and Table Bid

We properly advertised for fourteen hospital beds meeting or exceeding the specifications of the Hill-Rom 1000 hospital bed and the accompanying over bed tables. During the two week period the advertisement was running, I spoke to three vendors. I fully expected these vendors to submit bids.

On the bid opening date, I did not receive any bids or proposals. Based upon this, I contacted the Hill-Rom sales representative and was advised that she had submitted a quote to our nursing department last summer that she thought would suffice for a bid. That quote expired August 31, 2009.

At my request, Hil-Rom provided a quote for the hospital beds and tables at a price lower than their August 31, 2009 quote.

Based upon the lack of response from bidders and our immediate need for hospital beds for the new health sciences and human services building, it is my recommendation that we accept the bid for fourteen Hil-Rom 1000 hospital beds and accompanying tables from Hil-Rom Company of Batesville, Indiana in the amount of \$55,603.80.

Funding for this purchase is from project equipment funds and the Plant Facility Fund.

# PROUD TO BE PART OF THE CSI FAMILY



## SOUTH CENTRAL HEAD START



### Early Head Start Grant

South Central Head Start received notification on November 1, 2009 of an **Early Head Start** grant award to serve **80** pregnant moms, infants, and toddlers.

#### Funding

Start Up Funds	\$ 715,012
Ongoing Funds	\$ 281,556
Training/ Technical Assistance	\$ 51,941

#### Start Up

- Six month planning period. November 2009 - May 2010
- For the first year EHS participants will receive home based/ center based services beginning in May 2010. Additional slots will transition into center based services at a later date.

#### Facilities

- Purchase module(s) for Twin Falls center based option.
- Renovation at Minidoka for center based option and purchase adjacent property for EHS playground.
- Acquire rental property in Jerome for center based option.

#### EHS Options:

- 2 Home based units in Jerome serving 24
- 2 Home based units in Rupert serving 24
- 2 Home based units in Twin Falls serving 24
- 1 Center Based unit in Twin Falls serving 8

#### EHS Staff:

- Specialist
- Health Services Coordinator
- 1- Family Educator III
- 7- Family Educator II (Home Visitors)
- 1- Classrooms Assistants (For center based & socializations)

#### Home Based Option

- Year round services.
- Weekly home visits lasting 1 1/2 hours each –focus will be on child development, health, resources, family, self sufficiency, and goals.
- Two socialization will be held at the center each month and will focus on parent trainings.

#### Center Based Option

- Year round services.
- Service will be provided to families employed or attending school/ training.
- Centers will be open 9 hours a day, 5 days a week.
- Monthly home visits lasting 1 1/2 hours each.
- Monthly socializations with parent training workshops.

## South Central Head Start Monthly Program Summary For October 2009

### Enrollment

ACYF Federal Funded	549
TANF	27
<b>Total</b>	<b>576</b>

### Program Options

Part-day/ Part-year, Double Sessions, School District, Pre– K

### Attendance

October Attendance 85%

### Education

Classroom staff are working on completing screeners for Head Start children. These include height/weight, blood pressure, Hematocrit, physical, dental, and lead screening. These screeners must be completed within 90 calendar days of enrollment. Parent/Teacher conferences are being conducted this month as well. Parents have the opportunity to visit the center and go over information about their child and the program with the classroom teacher and home visitor. A phone conference is available for parents unable to attend in person.

### Meals and Snacks

Total meals served for October	7,043
Total snacks served for October	2,294

### Parent Involvement

Policy Council Retreat was held October 23rd and 24th at Campus Grove in Albion, Idaho. Policy Council members were trained on their roles and responsibilities and participated in various interactive literacy activities. Elections for Policy Council positions will be held at the November meeting.

### Documents for Board Review/ Approval in November:

Planning Matrix

CATEGORY	TOTAL APPROVED		TOTAL THIS MONTH		CASH OUTLAY TO DATE		BALANCE	REVENUES	BALANCE OF BUDGET		PROJ %	ACTUAL %		
	\$		\$		\$				\$				\$	
SALARIES	\$	2,306,987.00	\$	207,973.49	\$	1,963,756.99	\$	343,230.01	\$	29,979.39	\$	373,209.40	83.0%	83.8%
BENEFITS **	\$	1,439,922.00	\$	107,109.34	\$	1,030,010.68	\$	409,911.32	\$	13,394.21	\$	423,305.53	82.6%	70.6%
OUT OF AREA TRAVEL	\$	8,254.00	\$	-	\$	2,498.05	\$	5,755.95	\$	343.56	\$	6,099.51	100.0%	26.1%
EQUIPMENT SUPPLIES	\$	8,530.00	\$		\$	8,023.14	\$	506.86	\$		\$	506.86	100.0%	94.1%
OFFICE CONSUMABLES	\$	13,700.00	\$	933.76	\$	12,092.97	\$	1,607.03	\$		\$	1,607.03	82.2%	88.3%
CENTER SUPPLIES	\$	71,348.00	\$	4,776.63	\$	74,243.82	\$	(2,895.82)	\$	628.55	\$	(2,267.27)	82.2%	103.2%
TRAINING SUPPLIES	\$	8,319.00	\$	233.33	\$	11,882.34	\$	(3,563.34)	\$		\$	(3,563.34)	88.0%	142.8%
FOOD	\$	10,200.00	\$	786.19	\$	1,088.86	\$	9,111.14	\$	19,403.30	\$	28,514.44	90.2%	200.9%
CONTRACTUAL														
OTHER														
CONTRACTS	\$	30,000.00	\$	2,961.24	\$	23,853.24	\$	6,146.76	\$	35.00	\$	6,181.76	80.9%	79.4%
MEDICAL	\$	19,653.00	\$	5,100.01	\$	15,032.30	\$	4,620.70	\$		\$	4,620.70	83.1%	76.5%
DENTAL	\$	26,900.00	\$	15,214.73	\$	20,745.75	\$	6,154.25	\$		\$	6,154.25	81.6%	77.1%
CHILD TRAVEL	\$	83,785.00	\$	15,911.04	\$	103,148.02	\$	(19,363.02)	\$		\$	(19,363.02)	85.5%	123.1%
EMPLOYEE TRAVEL	\$	43,605.00	\$	5,935.00	\$	33,318.30	\$	10,286.70	\$		\$	10,286.70	81.8%	76.4%
CAREER DEVELOP	\$	21,526.00	\$	108.30	\$	11,307.17	\$	10,218.83	\$		\$	10,218.83	85.0%	52.5%
PARENT TRAINING	\$	8,773.00	\$	657.40	\$	4,867.27	\$	3,905.73	\$		\$	3,905.73	84.6%	55.5%
SPACE	\$	117,251.00	\$	9,227.56	\$	121,070.30	\$	(3,819.30)	\$		\$	(3,819.30)	100.0%	103.3%
UTILITIES	\$	70,220.00	\$	5,360.84	\$	43,159.83	\$	27,060.17	\$		\$	27,060.17	73.8%	61.5%
TELEPHONE	\$	41,415.00	\$	3,493.92	\$	26,107.88	\$	15,307.12	\$		\$	15,307.12	79.2%	63.0%
OTHER	\$	44,338.00	\$	2,069.10	\$	49,594.64	\$	(5,256.64)	\$	6,993.39	\$	1,736.75	82.1%	96.1%
TOTAL DIRECT COSTS	\$	4,374,726.00	\$	387,851.88	\$	3,555,801.55	\$	818,924.45	\$	70,777.40	\$	889,701.85	85.6%	82.9%
ADMIN COSTS	\$	279,182.00	\$	39,919.88	\$	188,328.07	\$	90,853.93	\$		\$	90,853.93	75.0%	67.5%
GRAND TOTAL	\$	4,653,908.00	\$	427,771.76	\$	3,744,129.62	\$	909,778.38	\$	\$70,777.40	\$	980,555.78	80.3%	82.0%
IN KIND NEEDED	\$	844,413.75							(1)					
IN KIND GENERATED	\$	449,135.14												
IN KIND (SHORT)/LONG	\$	(395,278.61)												
(1) Revenues include payments from Jerome S.D. for Positive Youth Development Program, Sept. USDA & July TANF														
(2) In-Kind sufficient to meet requirement will be booked in November/December														
** Surplus \$\$ in Benefits pending approval from Region X to allocate to center supplies, child travel & space categories.														

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	COMMITMENTS	BALANCE OF BUDGET	PROJECTED %	ACTUAL %
6c. OUT OF AREA TRAVEL	\$ 25,220.00	\$ 2,367.93	\$ 19,660.98	\$ 5,559.02		\$ 5,559.02	91.3%	78.0%
6e. SUPPLIES								
Training Supplies	\$ 4,254.00	\$ 65.39	\$ 4,307.78	\$ (53.78)		\$ (53.78)	100.0%	101.3%
6g. OTHER								
Contracts	\$ 1,800.00	\$ -	\$ 712.50	\$ 1,087.50		\$ 1,087.50	100.0%	39.6%
Career Development	\$ 13,071.00	\$ 1,372.75	\$ 14,291.74	\$ (1,220.74)		\$ (1,220.74)	87.0%	109.3%
<b>TOTAL DIRECT COSTS</b>	\$ 44,345.00	\$ 3,806.07	\$ 38,973.00	\$ 5,372.00	\$ -	\$ 5,372.00	82.9%	87.9%
<b>ADMIN COSTS</b>	\$ 2,830.00	\$ 717.27	\$ 2,150.51	\$ 679.49		\$ 5,184.98	83.0%	76.0%
<b>GRAND TOTAL</b>	\$ 47,175.00	\$ 4,523.34	\$ 41,123.51	\$ 6,051.49	\$ -	\$ 10,556.98	90.7%	87.2%
IN KIND NEEDED	\$ 5,089.54							
IN KIND GENERATED	\$ 11,794.00							
IN KIND (SHORT)/LONG	\$ 6,704.46							

College of Southern Idaho  
 South Central Head Start  
 Planning Matrix

TASK	January	February	March	April	May	Jun	July	August	September	October	November	December
**Parent/Teacher conference				■						■		
*Staff structure complete for new program year				■			■					
*Child recruitment for upcoming school year	-	-	■	■	■	■	■	■	-	-		-
*Review/update interview questions				■								
***PIR training			■	■	■	■						
-Gather and review PIR information			■	■	■	■						
-Submit PIR												
*Menu planning for upcoming year					■							
*Management staff participate in planning session					■							
*Staff review/update program goals					■							
*Advertise for employment opportunities, & hiring process					■		■					
*PC review/update HS program goals					■	■	■					
*Revise Community Resource Guide						■						
***Develop and update Staff/Parent calendars				■	■	■	■					
***Revision of program forms				■	■	■	■					

\*Children Services (Ed/HN/Dis.) ■ Family/PI/Comm. Services ■ Program Governance ■ Financial Services \*

Organizational Services (HR/TRANS/USDA)

College of Southern Idaho  
 South Central Head Start  
 Planning Matrix

TASK	January	February	March	April	May	Jun	July	August	September	October	November	December
Acceptance of children/families begin												
Family Services Advisory Meeting												
Financial Reports												
Budget development for annual grant												
Annual operating grant is submitted												
Update agreements/contracts (or as scheduled)												
Update Interagency agreements ((or as scheduled)												
Staff Pre-Service training												
Enrollment & orientation to HS is completed												
Dispute Resolution updated												
School District acceptance cont.												
Bus monitor training												
Begin home visits activities												
Policy Council retreat -PC introduced to Budget												

\* Children Services (Ed/HN/Dis.) \* Family/PI/Comm. Services \* Program Governance \* Financial Services \* Organizational Services (HR/TRANS/USDA)

College of Southern Idaho  
 South Central Head Start  
 Planning Matrix

TASK	January	February	March	April	May	Jun	July	August	September	October	November	December
**PC Meetings	█	█	█	█	█	█	█	█	█	█	█	█
*Management Meetings	█	█	█	█	█	█	█	█	█	█	█	█
*Specialist Meetings	█	█	█	█	█	█	█	█	█	█	█	█
*Leadership Trainings -PC/Center Officers	█	█	█	█	█	█	█	█	█	█	█	█
-Parliamentary Procedures - Intro to Legislative Issues	█	█	█	█	█	█	█	█	█	█	█	█
*Center Staff Meetings(weekly)	█	█	█	█	█	█	█	█	█	█	█	█
**Parent Meetings	█	█	█	█	█	█	█	█	█	█	█	█
**Health Fairs	█	█	█	█	█	█	█	█	█	█	█	█
**T/A Meetings	█	█	█	█	█	█	█	█	█	█	█	█
*Family Staffings	█	█	█	█	█	█	█	█	█	█	█	█
*Health Advisory Meetings	█	█	█	█	█	█	█	█	█	█	█	█
OHS Enrollment Report	█	█	█	█	█	█	█	█	█	█	█	█
**TANF State Report	█	█	█	█	█	█	█	█	█	█	█	█
*New Staff Orientation	█	█	█	█	█	█	█	█	█	█	█	█
**PDWG Meetings	█	█	█	█	█	█	█	█	█	█	█	█
**Begin child screenings(45 -90 days) -Complete screeners	(90) █										(45) █	
*IHSA meeting	█	█	█	█	█	█	█	█	█	█	█	█

\*Children Services (Ed/HN/Dis.) █ Family/PI/Comm. Services █ Program Governance █ Financial Services \*

Organizational Services (HR/TRANS/USDA)

College of Southern Idaho  
 South Central Head Start  
 Planning Matrix

TASK	January	February	March	April	May	Jun	July	August	September	October	November	December
***PRISM Training -Schedule & time lines developed to ensure complete & thorough monitoring of HS program (6 weeks) -Gather and analyze PRISM results -wrap-up meeting, report PC, recommendation and findings		■ ■	■ ■	■								
*COR #1, 2 & 3 Reports ***Comprehensive Community Assessment Training -Begin CCA process Community/Parents surveys -Gather and analyze CCA results - report PC, recommendation and findings		■	■	■	■					■		
***Update work-plans, PC approval **Review / update job description & planning matrix *Program-wide newsletter sent to parents *Education Advisory meeting *Plan and finalize next school year calendar				■	■	■	■					■

\*Children Services (Ed/HN/Dis.) \*Family/PI/Comm. Services \*Program Governance \*Financial Services \*  
\*Organizational Services (HR/TRANS/USDA)



**On-going activities**

\*Advertise employment opportunities-screening, hiring procedures-as necessary

Staff participate on community boards & community activities

HRC-tracks /monitors-staff wellness screening, DOT, CPR, DL etc.

\*Federal Review (scheduled every 3 years)

\*Staff training

-required training\*

-screening\*\*

-High scope\*

-job specific\*

-Health home\*

\*Continue to seek funds via grants

-Oral health\*\*\*

-St. Luke's IMIL\*\*\*

-ICTF\*\*\*

-SPARC\*\*\*

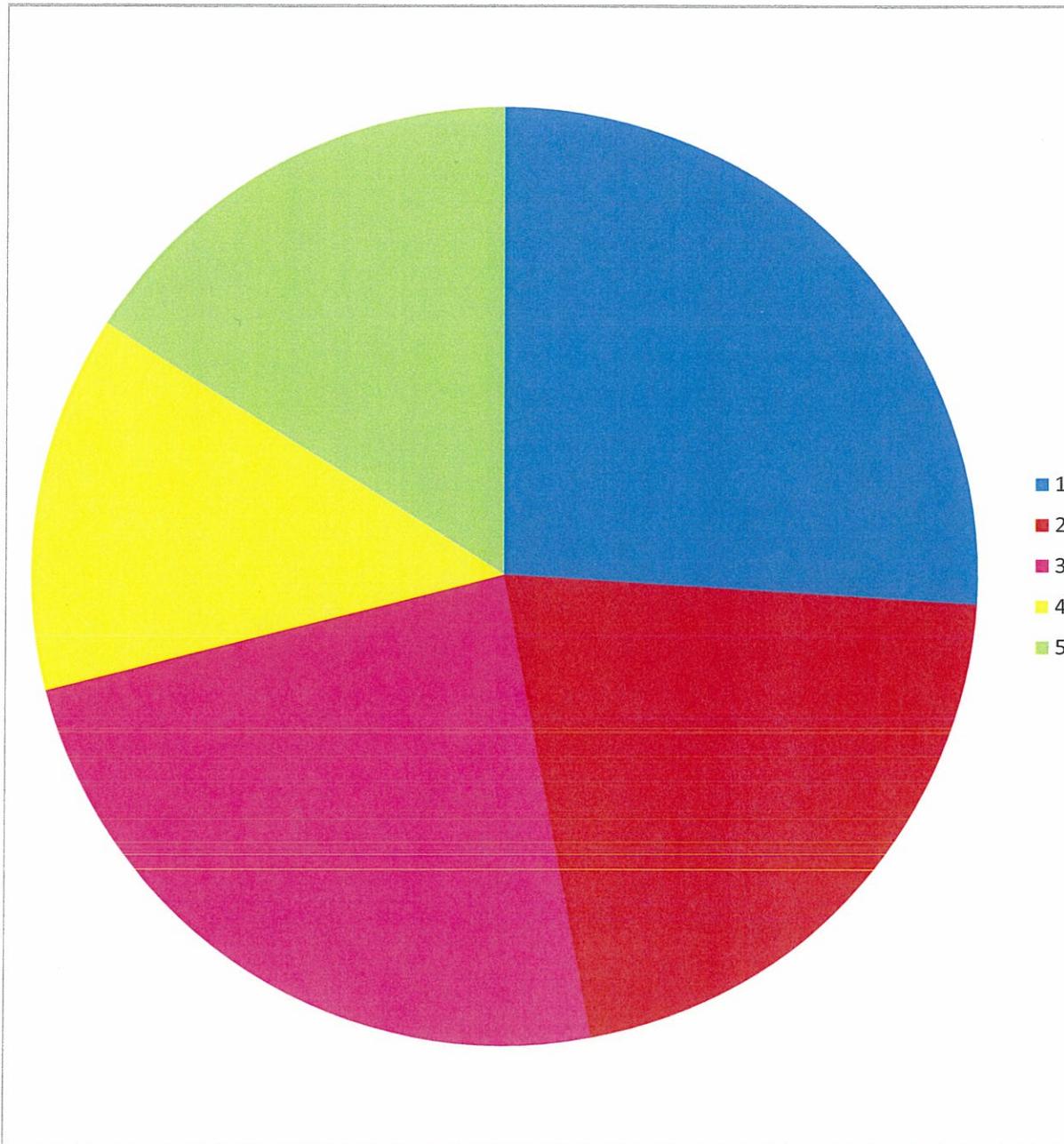
-TF County Health Initiative\*\*\*

\*Children Services (Ed/HN/Dis.) \*Family/PI/Comm. Services \*Program Governance \*Financial Services \*

Organizational Services (HR/TRANS/USDA)

College of Southern Idaho  
South Central Head Start  
Planning Matrix

26 %	Family Services/Parent & Community Involvement
21 %	Organizational Services
24 %	Children Services
13 %	Program Governance
16 %	Financial Services



**Herrett Center for Arts and Science  
Collections Committee Proposed Acquisitions  
for consideration of approval by  
The College of Southern Idaho Board of Trustees**

**DATE ACCEPTED BY HERRETT CENTER COLLECTIONS COMMITTEE: October 27, 2009  
DATE REPORT REVIEWED BY THE BOARD OF TRUSTEES. November 16, 2009**

**DONORS AND DONATIONS:**

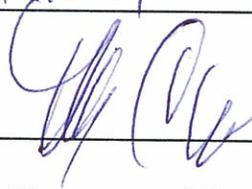
**DONATED BY:** The artist: John Taye, retired Boise State University Art Professor

**Object(s) donated:** Painting: *Wings Over Lake Lowell* Oil on Canvas

**DONATED BY:**  
**Object(s) donated:**

**DONATED BY:**  
**Object(s) donated:**

**Date approved by the Board of Trustees:** 11-16-09

**Authorized Board of Trustees signature:** 

(If there are any questions please contact Phyllis Oppenheim, Collections Manager, ext. 6660)

(Please return this signed form to Phyllis Oppenheim, Herrett Center, thank you.)

**Recommendation 5 cont.**

A.5.2 – CSI Missing Student Notification Policy



## College of Southern Idaho Missing Student Notification Policy

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The College of Southern Idaho takes student safety very seriously. To this end, the following policy and procedures have been established concerning students who live in CSI-owned on-campus housing who, based on the facts and circumstances known at the time to CSI officials, are presumed to be missing.

Most missing person reports in the college environment result from students changing their routines without informing roommates and/or friends of the change. For purposes of this policy, a student will be considered missing, if a roommate, classmate, faculty member, friend, family member or other campus person has not seen or heard from the person in a reasonable amount of time. In general a reasonable amount of time is 24 hours or more but may vary with the time of day and information available regarding the missing person's daily schedule, habits, and reliability. Individuals will also be considered missing immediately, if their absence has occurred under circumstances that are suspicious or cause concerns for their safety.

***Anyone who believes that a student who lives in on-campus housing is missing should report their concern to Campus Security.***

At the beginning of each academic year, Residence Hall staff will inform students residing in on-campus housing that an official from CSI will notify either a parent, an individual selected by the student, or the appropriate law enforcement agency no later than 24 hours after the time the student is determined to be missing.

At the beginning of each academic year, students living in on-campus housing will be asked to provide, on a voluntary basis, emergency contact information in the event they are reported missing while enrolled at CSI. This emergency information will be gathered and updated annually by the Housing Coordinator.

**CSI will follow the following general notification procedures for a missing student who resides in on-campus housing:**

- i. Any and all official missing person report(s) relating to students residing in on-campus housing shall be referred immediately to **Campus Security**.
  - o The official receiving the report will try to collect and document the following information:
    - The name and relationship of the person making the report.
    - The date, time and location the missing student was last seen.

- Description, clothes last worn, where student might be, who the student might be with, vehicle description, information about the physical and mental well being of the student, an up-to-date photograph, class schedule.
  - The general routine or habits of the suspected missing student (e.g. friends who live off-campus, working off-campus) including any recent changes in behavior or demeanor.
  - The missing student's cell phone number (if known by the reporter).
- ii. Every missing student report will be followed up with an investigation.
- iii. Once CSI receives a missing student report, the following officials/offices may have a need to know and be informed:
- Housing Coordinator
  - Dean of Students
  - Vice President of Student Services
  - President's Office
- iv. If Security, after investigating the official report, makes the initial determination that the student subject of a missing person report is missing:
- a. The Dean of Students or his designee will notify the individual identified by the student no later than 24 hours after the time the student has been determined to be missing.
  - b. If the student is under 18 years of age, and not an emancipated individual, the Dean of Students or his designee will notify a custodial parent or guardian immediately.
  - c. If subclauses (a) or (b) do not apply to a student determined to be a missing person, Security will notify the appropriate law enforcement agency no later than 24 hours after the time that the student is determined to be missing.

**Upon notification from any entity that a student who resides in on-campus housing may be missing, CSI may use any or all of the following resources to assist in locating the student:**

- Contact the student via e-mail or phone.
- The Housing Coordinator and staff may be asked to assist in physically locating the student by keying into the student's assigned room and talking with known associates.

- Security may search campus locations to find the student and utilize the student's ID picture for assistance in obtaining pertinent information.
  - Contact roommates, floor mates, known friends, family, or faculty members to seek information on last sighting or additional contact information.
  - Check the student's social networking sites (e.g. Facebook, MySpace, Twitter, etc.).
  - Security may access security camera and video recordings to determine last sightings of the missing student.
  - Security may access vehicle registration or license information for vehicle location and distribution to authorities.
  - Information Technology staff may be asked to look up logs for last login and use of CSI's systems (e.g. e-mail, network, Blackboard, etc.).
  - If there is any indication of foul play or an immediate safety/security concern, or if the parent/confidential contact cannot be reached, the appropriate law enforcement agency will immediately be notified.
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## Part B – NWCCU Standards

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### Standard 1

B.1.1 – CSI Mission Statement, Core Values, and Vision 2013

<http://planning.csi.edu/planning/strategicPlan/mission.asp#mission>

B.1.2 – CSI Student Success Stories

<http://www.csi.edu/success/index.asp>

B.1.3 – Strategic Planning, Off-Campus Centers

## Strategic Planning - CSI Off-Campus Centers

### Synopsis of Activities – December 2009

#### **Purpose:**

**The purpose of the strategic planning initiative specifically focusing on the three off-campus centers (Burley, Gooding, and Hailey) supported by the College of Southern Idaho was three-fold, specifically targeting:**

- (1) Credit-bearing programs (including dual credit) and support services for students who attend classes at the CSI off-campus centers.**
- (2) Programs and events that serve the enhancement and non-credit needs of the communities served by CSI off-campus centers.**
- (3) Development of a cycle for continuous review and improvement that will guide administration and staff who work at the campuses in Burley, Gooding, and Hailey as they adapt to the changing needs of their constituents and continue to act as effective stewards of CSI and local resources; while maintaining a tradition of excellent customer service.**

**Phase One: Information Gathering – Information relating to student and community needs, customer satisfaction, and center operations was gathered during 2008 and 2009 at the 3 CSI off-campus centers from the following general data sources:**

- Surveys administered to students enrolled in fall 2008, spring 2009, and fall 2009 semester courses at the North Side Center, Blaine County Center, and Cassia County Center. Survey inquiry focused on, but was not limited to:
  - Determination of the days/times that best accommodate student schedules for class offerings.
  - Determination of which classes and programs have a demand at the off-campus centers and are not currently being offered.
  - Determination of the need for classes to be offered and computer lab access on Saturday.
- Surveys administered to students enrolled in PHYE 144 Over 60 & Getting Fit.
- Presentations with Q and A to civic and service groups in the spring, summer, and fall of 2009.
- Community information gathering meetings using a moderated focus group format held in Gooding and Hailey during the spring of 2009.
- Meetings with local public school personnel and local governmental representatives in the spring and summer of 2009.
- General demographic and enrollment information collected on students in credit and noncredit bearing courses, including 2007, 2008, and 2009 data.
- Comparative study of various community calendars throughout the fall of 2008 and spring of 2009 to determine needs of community centered events and current disposition of community-specific non-credit enrichment events.

**Phase Two: Identifying General Trends – Based on the data sources outlined above, a number of general themes were commonly identified at each of the three off-campus centers:**

1. There is general satisfaction with the courses and services available at the off-campus centers. In each of the communities served by CSI, people were appreciative of the college's presence and saw that presence as a positive fixture in their communities.
2. There is often a lack of awareness in communities outside of Twin Falls for all that is happening at the College of Southern Idaho, as well as a general lack of understanding of the capabilities and resources the college has at its disposal.
3. In each of the off-campus centers, students in credit-bearing courses recognize that the local off-campus center allows them to save time, gas and money. Students appreciate the one-stop-shop model which allows them to accomplish everything from registering for courses and taking proctored exams to purchasing books and completing Business Office transactions.
4. Canceling courses due to low enrollment, especially when close to the minimum number of students needed to run a class was consistently viewed negatively by respondents.
5. Highly qualified and reliable tutors, especially in math, English and science, are needed at the off-campus centers.
6. Requests for credit-bearing courses run the gamut from general education courses to higher level math and science courses. In addition, each of the off-campus centers expressed a continuing interest and need for remedial and recovery courses.
7. Enrichment course requests included cooking, foreign language (Spanish), photography, computer applications, and health and wellness.
8. Respondents at each of the off-campus centers expressed a strong desire to be able to complete two year degree or technical certificate programs without having to travel to the Twin Falls campus for coursework. Students would benefit from a structured plan and timeline to chart their paths to completion.
9. Community members consistently express lofty goals for their relationship with CSI, with such topics as an expansion in special programming, increasing advanced educational opportunities (extending into high school).

**Phase Three: Areas of Focus – Based on common themes identified by stakeholders in the communities served by CSI off-campus centers, the following areas of emphasis were identified:**

- Continued growth of academic programs, especially complete programs (such as completed majors or technical certificates).
- Expansion of special programming through development of signature community events and partnerships with other organizations on existing events.
- Increased public awareness of the services, programs, and support the College of Southern Idaho can offer to communities in its eight county service area.
- Development of a sense of community and student camaraderie at each campus that emphasizes and places value on the college experience.

**Phase Four: Statement of Beliefs** – Based on common themes and individual off-campus center goals and initiatives, the following statements were identified as being central to the delivery of educational opportunities to communities in Region IV outside of the Twin Falls area.

**Off-Campus Statement of Beliefs**

*We believe in promoting a vibrant culture of higher education in the outlying rural communities of CSI's service area.*

- We believe in affording students opportunities to access higher education in rural areas by providing excellent one-stop shop student support services on par with the main campus.
  - Academic advising
  - Financial aid planning
  - Registration assistance
  - Business office transactions
  - Orientation to CSI systems (MyCSI, Eaglemail, Blackboard, etc.)
  - Testing services
  - Bookstore services
- We believe in extending high quality educational offerings, consistent with the main campus, to our rural communities.
  - Local, well-trained instructors who are connected to and mentored by members of the appropriate CSI academic department.
  - Technological resources (computers, telecommunication system) to provide access to online and distance-learning courses and to allow students to perform college-level coursework.
- We believe in providing a sense of community through education.
  - Facilities that enable learning and manifest respect for education.
  - Student activities that build camaraderie and improve retention.
  - Connection to CSI identity.
- We believe in enriching our communities by providing a variety of cultural and educational events in addition to academic programs.
  - Community education
  - Symposia and conferences
  - Performances
- We believe in being creative, innovative, and nimble!
  - Finding new ways to connect students to higher education, through hybrid courses, new technology, new schedules, new formats
  - Experimenting with new kinds of classes – academic and community education
  - Experimenting with different promotional strategies

**Phase Five: Action Steps (TBD)**

**Facilities:**

**Tutoring:****Academic course and program development:**

- Identification of student pathways and career clusters of emphasis prevalent in off-campus centers
- Identification of instructor positions specifically for off-campus centers to reduce use of adjunct and part-time instructors (and to create more viable full-time positions)
- Identification of degrees and certificates desired by stakeholders in communities served by the off-campus centers
- Establish a rotational course schedule that will allow students attending classes in the off-campus centers to achieve their degree/certificate goals without significant travel

**Marketing funds:****Student events:****CSI identity, branding tools, amenities for students:**

[Of this partially incomplete exhibit section, Dr. John Miller writes that his plan is to firm up the document and present it to the CSI administration and trustees later this spring when Dr. Jenny Emery-Davidson returns from her sabbatical and can join the effort. He looks for implementation after he receives affirmation and approval from both administration and the board.]

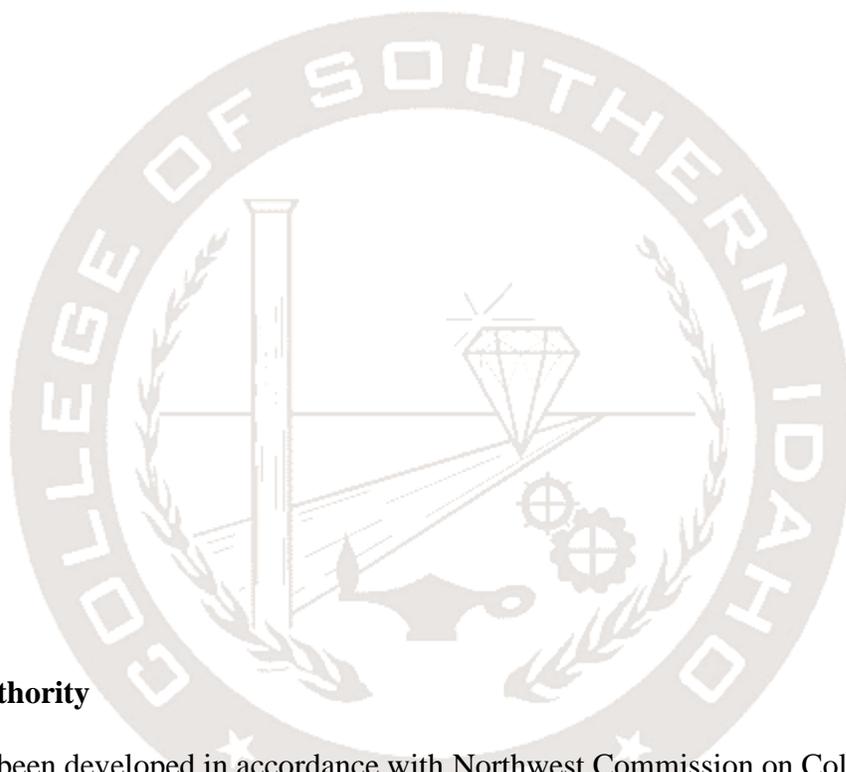
#### B.1.4 – Program Review Guidelines and Timeline

<http://www.csi.edu/forms/instruction/prbookupdate.doc>

B.1.5 – Instructional Dean, Dr. Cindy Bond's, responses to the Strategic Plan



## **College of Southern Idaho Strategic Plan 2009 – 2013**



### **Statutory Authority**

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) standards and has been approved by the College of Southern Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

*Adopted by the College of Southern Idaho Board of Trustees on 02/23/09.*



## Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

## Core Values

The following core values, principles, and standards guide our vision and conduct:

<b>People</b>	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
<b>Learning</b>	We value lifelong learning, informed engagement, social responsibility, and productive global citizenship. We are committed to student learning and success. We strive to instill in our students and employees a lifelong passion for learning.
<b>Access and Opportunity</b>	We value convenient, affordable, and equitable access to higher education. We make every effort to eliminate or minimize barriers to access. We create opportunities for educational, personal, and economic success.
<b>Quality and Excellence</b>	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
<b>Creativity and Innovation</b>	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.
<b>Responsibility and Accountability</b>	We value personal and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's ongoing trust. We strive to develop an environment that encourages and enables a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources and strive to create facilities, systems, programs, and practices that are environmentally sustainable.
<b>Collaboration and Partnerships</b>	We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.



## Vision 2013

The College of Southern Idaho will be recognized regionally and nationally as a progressive community college committed to student learning and success, and to the human, economic, cultural, and social development of the region.

- We will be the higher education institution of choice because of our instructional excellence, exemplary support services, and our accessibility and affordability.
- We will challenge our students and foster intellectual curiosity, critical inquiry, creative problem solving, and thoughtful reasoning.
- We will inspire our students to become lifelong learners, productive workers, engaged leaders, and responsible global citizens.
- We will support our employees by providing the necessary training, information, and resources; and expect active participation, responsible decision-making, high performance, and personal accountability.
- We will maintain the ongoing trust of our constituents by demonstrating responsible management and investment of the resources entrusted to us.
- We will be responsible stewards of our natural resources.

## Strategic Themes/Initiatives

- I. Responsiveness
- II. Commitment to Learning and Success
- III. Performance and Accountability
- IV. Global Citizenship and Competitiveness
- V. Advocacy



## Strategic Themes, Goals, and Objectives

### Strategic Theme I: Responsiveness to the needs of our stakeholders

#### 1. Goal: Provide convenient, affordable, and equitable access to our programs, services, and resources

- 1.1. Eliminate or minimize barriers to access
  - Spring 09 - To accommodate a record number of students the college bumped enrollment caps across campus by 10%.
  - Both Biology and Chemistry offer labs in Burley.
  - Summer 2009 – first “early and late start” summer school sessions.
- 1.2. Expand early awareness and pre-college programs and services
  - Math Science Partnership grant provided coaching (related to math instruction) to teachers in middle school classrooms.
  - Increase the scope and number of dual credit classes offered across the state. New pilots being developed in math and chemistry to allow DC students to take lab based classes.
  - Departments regularly provide presentations for “I’m Going to College”
  - George Halsell was awarded a sabbatical in for spring 2009 to study the feasibility of a pre-college music program at CSI
- 1.3. Continue to strengthen our relationship with school counselors, teachers, and administrators
  - Physical science has an innovative program where elementary teachers take a science course for credit then assist the department in presenting summer Science Camp. Outreach to local elementary teachers was promoted directly to area principals and superintendents.
- 1.4. Expand recruiting efforts to include all prospective student groups
- 1.5. Encourage parent and peer involvement
- 1.6. Maintain the affordability of our programs and services
- 1.7. Continue to increase the availability of need-based and merit-based financial aid/scholarships

*Performance Measure:* Enrollment (headcount, credit hours, FTE) - academic, professional-technical, developmental, adult education, continuing education, workforce training, dual credit, TechPrep

*Benchmark:* Overall headcount will increase by 2% a year  
Overall FTE will increase by 1% a year

*Performance Measure:* Market penetration – eight-county participation rates

*Benchmark:* By 2013 the percentage of population aged 16 or above in CSI’s eight-county service area that participates in an instructional



course sponsored by CSI during a given calendar year will increase to 12%

*Performance Measure:* Tuition and fees

*Benchmark:* Maintain tuition and fees at or below that of our peer institutions

*Performance Measure:* Scholarships disbursed

*Benchmark:* Scholarship dollars per student FTE will increase

**2. Goal: Meet the diverse and changing needs and expectations of our students and the communities we serve**

- 2.1. Maintain a College-wide strategic marketing focus based on a thorough understanding of the needs of our stakeholders and reinforced by every element of the marketing mix
- The college has a "Marketing Committee" developed and run by our Public Relations Officer.
- 2.2. Continue to improve the quality, relevancy, efficiency, and effectiveness of our courses, programs, and services
- After examining the faculty evaluations by students and taking into considerations concepts that were hard for students to grasp, each LIIS course was adjusted to better serve our students. Examples: The LIIS 260 Copyright & Intellectual Property course changed the method of which information was presented. Students felt that too much information was presented at once. Because of these comments, the information was divided into smaller parcels and presented over the six weeks. The LIIS 210 Organization of Information Resources course was updated to reflect changing in cataloging standards. The LIIS 230 Library Technology course was modified to better reflect newer technologies in libraries.
  - Average scores on nationally standardized exams for CSI Chemistry students are always above the 50<sup>th</sup> percentile. Dr. Heidi Campbell's CHEM 111, General Chemistry 1, class scored in the 66<sup>th</sup> percentile nationally on the ACS first semester General Chemistry final. Dr. Joseph Gardner's CHEM 112, General Chemistry 2, class scored in the 63<sup>rd</sup> percentile nationally on the ACS second semester General Chemistry final. Dr. Todd Bronson's CHEM 102, Essentials of Organic and Biochemistry, class scored in the 77<sup>th</sup> percentile nationally in the organic portion and 75<sup>th</sup> percentile in the biochemistry portion of the ACS final. Dr. Todd Bronson's CHEM 299, Organic Chemistry 2, class scored in the 79<sup>th</sup> percentile nationally on the ACS second semester Organic Chemistry final.
  - In the process of standardizing and leveling the playing field for math courses across the campus and off campus to concurrent credit courses.
  - The Social Science Department used our outcomes assessment process to increase quality with course improvements. By August 2009 all 60 department courses will have posted common course outcomes on the department website for each of the ten programs within the department. As part of developing teaching strategies, department members have been sharing instructional



- innovations and consequences of that. It has been well received and has stimulated dialogue.
- Social Science Department, members attended conferences and presented at conferences. Shilo Smith attended the International Violence, Abuse and Trauma Conference in San Diego on September 15-17, 2008. Dr. Russ Tremayne spoke at CSI's Constitution Day on September 17, 2009, and again on historical civil rights case studies at the Idaho Chapter, FBA Civil Rights CLE meeting on May 1, 2009. Susan Lehman spoke on "Resolving Conflict as a Professional Team Member" at the 7<sup>th</sup> Annual Idaho Resource Family Conference in Pocatello on May 16, 2009.
  - The Culinary/Hospitality has increased their internship program especially in Jackpot and the Wood River Valley. We have strengthened our advisory board to facilitate more placements.
- 2.3. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
- Dr. Jette Morache wrote a successful mini-grant to place maps in the classrooms on the first floor of the Shields Building; those maps have been installed, and have made this learning environment significantly more inviting.
  - Upgrades are being done the Fine Arts Auditorium during summer 2009 to meet this goal
- 2.4. Meet the diverse and changing *needs and expectations of our students*
- 2.4.1. Offer quality educational programs and services that meet the needs of students with diverse backgrounds, socioeconomic statuses, experiences, preparation levels, abilities, learning styles, and educational objectives
- 2.4.2. Provide university parallel curriculum for transfer students, state-of-the-art program of professional-technical education, appropriate developmental education, workforce training and development, enrichment programs, continuing education, and professional development opportunities
- All academic programs courses offered will transfer to any state school, in addition the college has articulation agreements with many surrounding states.
- 2.5. Meet the diverse and changing *needs and expectations of employers* in the area
- 2.5.1. Provide workforce training and development, short-term customized training, and industry certifications
- 2.5.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers
- 2.5.3. Train globally competitive workers
- 2.5.4. Develop mutually beneficial partnerships with industry
- 2.6. Meet the diverse and changing *needs and expectations of the communities* we serve
- 2.6.1. Serve as an engine for economic, social, and cultural development and vitality
- The Fine Arts department continues to provide numerous cultural opportunities for the region
- 2.6.2. Contribute to improved quality of life in the region



- The department continues to do this via concerts, plays, art shows, and allowing community members to perform in all of the above.
- 2.6.3. Develop the region's most important resource – its human capital – by providing lifelong learning opportunities
- In June 2008 Dr. Russ Tremayne collaborated with the Idaho Humanities Council and the Abraham Lincoln Bicentennial Committee to bring a comprehensive display on Abraham Lincoln to the Fine Arts Center. Accompanying the display Joe Colflesh spoke on “Abraham Lincoln and the Civil War” on June 4 and Ron Hatzenbuehler spoke on “Controlled by Events: the Presidency of Abraham Lincoln” on June 12. Lastly on June 19 David Leroy spoke on “Abraham Lincoln, Civil Liberties and the Press.”
  - Under Dr. Tremayne's leadership CSI and the department partnered with The Friends of Minidoka, and the Minidoka Internment National Monument to provide on June 19-20 the third annual Civil Liberties Symposium: “Civil Liberties and the Media.”
  -
- 2.6.4. Provide access to services, expertise, and state-of-the-art facilities

*Performance Measure:* Student engagement and satisfaction rates

*Benchmark:* Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group  
Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group  
Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group  
Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group  
Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

*Performance Measure:* Licensure and certification pass rates

*Benchmark:* Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

*Performance Measure:* Employment status of professional-technical graduates

*Benchmark:* At least 90% of PTE graduates will be employed in their field of study one year after graduation

*Performance Measure:* Employer satisfaction with PTE graduates



*Benchmark:* Survey results will demonstrate an overall employer satisfaction with PTE graduates

***Strategic Theme II: Commitment to learning and the success of our students, employees, and institution***

**3. *Goal: Demonstrate a continued commitment to, and shared responsibility for, student learning and success***

3.1. Identify and reduce barriers to student learning and success

- Success in CHEM 101 is closely correlated with a student's math background. We revised prerequisites for CHEM 101. Students are now required to have taken MATH 108 or be currently enrolled in both MATH 108 and CHEM 190. We closely monitor math histories prior to the beginning of a semester to ensure that all students are prepared to succeed in the Physical Sciences
- Ken Bingham and Whitney Smith participated in a state-wide task force on placement in writing classes; as a result, we revised our placement process to better ensure that students are placed correctly in English 090, 101, or 102.
- The Math Department has improved the technology support in classrooms and has updated online course supplemental material using publisher-produced resources.

3.2. Develop clear pathways to student success

3.3. Employ effective and innovative instructional strategies and incorporate principles of universal design

3.4. Maintain high standards for student learning, performance, and achievement

- Our Physics, Chemistry and Geology students are highly prized by the four year colleges and universities in Idaho and beyond. The availability of nationally standardized exams in Chemistry allows us to compare our students to others across the nation. Average scores on nationally standardized exams for CSI Chemistry students are always above the 50<sup>th</sup> percentile. Dr. Heidi Campbell's CHEM 111, General Chemistry 1, class scored in the 66<sup>th</sup> percentile nationally on the ACS first semester General Chemistry final. Dr. Joseph Gardner's CHEM 112, General Chemistry 2, class scored in the 63<sup>rd</sup> percentile nationally on the ACS second semester General Chemistry final. Dr. Todd Bronson's CHEM 102, Essentials of Organic and Biochemistry, class scored in the 77<sup>th</sup> percentile nationally in the organic portion and 75<sup>th</sup> percentile in the biochemistry portion of the ACS final. Dr. Todd Bronson's CHEM 299, Organic Chemistry 2, class scored in the 79<sup>th</sup> percentile nationally on the ACS second semester Organic Chemistry final.
- This year the English department made substantial progress in solidifying our Spanish Program's outcomes assessment. Through a series of meetings and changes to assessment information, the final exam, and how exam results are reported and tabulated, we have improved the OA process and made it more coherent throughout our courses.



- Because of the growing number of dual credit English classes offered through our department, we identified a need to strengthen our oversight of the curriculum in dual credit English 101. As a result, we have revised rules for “qualifying” portfolios for English 101, and will draft a policy statement over the summer to be sent to dual credit institutions and teachers before next fall semester
- The Math Department is in the process of standardizing entrance and testing requirements for math courses across the campus, in off campus centers, and with concurrent credit courses.
- 3.5. Challenge and empower students to take responsibility for their own learning
  - 3.6. Develop subject matter competence, effective communication, critical thinking, creative problem solving, interpersonal relations, and leadership skills
    - The Communication Department is at the forefront of this goal, offering specific instruction in each of these areas.
    - Physics, Chemistry, and Math are the campus heavyweights in critical thinking and creative problem solving.
  - 3.7. Foster active and collaborative learning
    - In the 08/09 year, the college established a committee to develop guidelines for service learning projects.
  - 3.8. Offer interdisciplinary, experiential, and service learning opportunities
    - CSI has a service learning committee that spent the 2008/2009 school year developing proposed guidelines for service learning.
    - LAWE 119, SOCW 102, 202 and 211, all have a service learning component in their curriculum.
    - GEOL/BIO 275, GEOL/AGRI 126 and 155 are interdisciplinary courses we offer.
    - We recruit our students to help with science programs for local children.
    - Kim Skeen and Brenda Larsen are offering next fall “paired” Honors courses: English 102 and Philosophy 101.
  - 3.9. Encourage meaningful engagement and social responsibility
  - 3.10. Continue to improve educational attainment (persistence, degree completion, transfer) and achievement of career/educational goals
  - 3.11. Develop and expand partnerships with K-12 schools, community colleges, four-year institutions, and other public and private organizations that will allow us to help our students reach their educational and career goals
    - Math Science Partnership grant to assist teachers in middle school classrooms.
    - The Social Science Department has worked actively with high schools to provide Dual Credit opportunities. Presently there are 29 dual credit faculty members who teach department courses for CSI.
    - The Social Science Department played an active role in the development of the College of Western Idaho. Among other things, two department members served on search committees to hire a history and a psychology professor. Department syllabi were provided for new CWI courses.
    - The Social Science Department has collaborated with Boise State University to provide a BSW and MSW to students of the Magic Valley. Stefanie Gilbert, director of the BSW program, and Jamie Kelley, directory of the MSW program, have offices in Aspen 130 near other CSI Social Science Department members. In May 2009 twelve students completed MSW degrees.



- The Social Science Department led CSI's participation in the Idaho Child Welfare Partnership through the Idaho Child Welfare Research & Training Center(ICWRTC). Among other things, Susan Lehman provided leadership for Parent Resources for Information, Development and Education (PRIDE) training. Among other duties, Jim Gentry served on the Practice Development Board.
- The Social Science Department collaborated with Idaho State University to provide the facilities for the Idaho Center for Disabilities Evaluation on 522 Madrona Street.
- The Social Science Department made the Social Work curriculum more congruent with that of Boise State University and the Psychology curriculum better aligned with that of Idaho State University.
- Science Camp provides opportunities for local elementary teachers to get graduate continuing ed. credit and valuable knowledge and experience teaching science to the youngsters attending.  
The Physical Science Department Chair and faculty meet regularly with our counterparts at the other colleges and universities in Idaho and surrounding states. Through our involvement with the Idaho Academy of Sciences we stay in touch with industry and research institutions such as the Idaho National Lab (INL).
- The CSI Library has fostered a close relationship with the CWI Library.

*Performance Measure:* Retention/persistence rates

*Benchmark:* Maintain or increase retention/persistence rates

*Performance Measure:* Graduation rates

*Benchmark:* The proportion of students who enrolled in and subsequently completed a degree or certificate program will increase

*Performance Measure:* Transfer rates

*Benchmark:* By the end of 2013 achieve a transfer rate of 30% of all first-time, full-time, degree-seeking students four years after initial fall enrollment  
By the end of 2013 achieve a transfer rate of 45% within four years of all students indicating a desire to transfer at initial enrollment

*Performance Measure:* Student satisfaction with courses, programs and services

*Benchmark:* Results of course evaluations and graduation surveys will demonstrate an overall satisfaction with courses, programs and services

**4. Goal: Demonstrate a continued commitment to employee learning, growth, and success**

- 4.1. Recruit and retain faculty and staff who are committed to student learning and success
- The CSI Library has fostered a close relationship with the CWI Library.



- During last two years, Math has hired two new faculty members and one part-time lab assistant; the hiring process has appeared to have been successful as all three employees are productive and supportive of CSI goals and mission.
  - The college supported the hiring of a new full-time English instructor to begin in AC 09-10.
  - This is very difficult in Physics, Chemistry and Geology since industry can easily offer two to three times the salary we can. We have just lost one of our excellent instructors to another school. They offered him twice his current salary. We have an excellent lab manager. He is working part time. We will probably lose him unless we can hire him full time.
  - Business hired a new faculty person.
- 4.2. Support the role of faculty, staff, and administration as learners and teachers
- Dr. Gardner from the chemistry department in doing research in Nanotechnology this summer at ISU.
  - 3 instructors from the Math Department are working on PhDs.
- 4.3. Support employees by providing the necessary resources, tools, training, professional development, and information needed to do their jobs effectively
- College continues to support faculty hardware and software updates.
- 4.4. Provide ongoing training and professional development opportunities
- The college continues to provide funding of \$700 per faculty for continuing education
- 4.5. Develop strategic thinking skills and build a leadership pipeline
- 4.6. Recognize and reward competence, performance, and contributions to the attainment of our strategic goals and objectives
- College awarded rank to
- 4.7. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
- 4.8. Show appreciation for and celebrate employee contributions and successes

*Performance Measure:* Employee compensation competitiveness

*Benchmark:* CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

*Performance Measure:* Development/training expenditures per FTE employee

*Benchmark:* Development/training expenditures per FTE employee will be maintained at or above current levels

*Performance Measure:* Faculty/staff satisfaction rates

*Benchmark:* Survey results will demonstrate an overall satisfaction with the job, campus environment, priorities/processes

**5. Goal: Demonstrate a continued commitment to institutional growth and success**



- 5.1. Plan for growth and manage it strategically and effectively
- 5.2. Employ effective market, product, technology, facilities, operations, management, and systems strategies that foster sustainable growth
- 5.3. Implement a strategic enrollment plan that promotes student success, addresses effective recruitment and retention, and is supported by programs, resources, and services that meet the needs of our students
- 5.4. Maintain an entrepreneurial approach to program development and management
- 5.5. Continue to critically analyze our program mix, class scheduling, and resource allocation
- 5.6. Ensure that the College remains financially viable and sustainable
- 5.7. Implement cost-saving strategies while maintaining the quality of our programs and services

### **Physical Science:**

re-use single-sided, non-sensitive copies for scratch paper. We re-use chemicals in chemistry and physics labs, when appropriate. For example, 50% isopropanol is reused in the “burning money” demo, and isopropanol is reused in the physics labs.

We use bottles or mugs for beverages in our offices.

Geology field trips use CSI vans or Trans IV busses.

We use laminated copies of the periodic table with exams, both in class and at the testing center, to avoid re-printing these for each exam.

We used SharePoint to circulate approximately thirty applications, cover letters, and resumes for our Organic Chemistry Instructor search. No print copies were made.

Systematically consider our chemistry labs and demos for places where we could substitute a more environmentally friendly chemical for a hazardous one, without sacrificing learning objectives.

Systematically consider our chemistry labs for places where the quantities could be scaled down, without sacrificing learning objectives.

- 5.8. Identify and aggressively pursue new revenue sources
  - We partnered with the Biology Department on the INBRE grant. They did all the heavy lifting on this.
- 5.9. Continue to develop mutually beneficial partnerships
  - Physical Science - We work closely with the Quality Assurance Lab.
- 5.10. Build and maintain facilities that support teaching and learning
- 5.11. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations
  - The Physical Science Department pioneered the use of clickers at CSI, and was a leader in adopting a standard clicker campus-wide.  
We are developing Hybrid Chemistry courses combining on-line delivery of course material with in-class labs.  
We used SharePoint to circulate approximately thirty applications, cover letters, and resumes for our Organic Chemistry Instructor search. No print copies were made.
- 5.12. Continue to improve campus safety and strengthen emergency and disaster planning and preparedness



*Performance Measure:* Average credit section size

*Benchmark:* Maintain the average credit section size comparable to that of our peer institutions

*Performance Measure:* Student/faculty ratio

*Benchmark:* Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions

*Performance Measure:* Student/staff ratio

*Benchmark:* Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions

### ***Strategic Theme III: Performance and accountability***

#### ***6. Goal: Maintain a culture of planning, assessment, and continuous improvement***

- 6.1. Encourage and enable campus-wide participation in institutional planning and assessment activities
- **CSI provides two days a year for departments to work on Outcomes Assessment**
- 6.2. Create an environment where all employees assume responsibility for their role in the institutional planning and effectiveness processes
- 6.3. Ensure that strategic initiatives, goals, and objectives drive our decision-making, resource allocation, and everyday operations
- **CSI UDP and budget requests are tied to the Strategic Plan**
- 6.4. Align unit operational plans with the College strategic plan
- 6.5. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, processes, and practices
- **CSI has a college wide initiative for all departments to use a continuous cycle of program review**
- 6.6. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance, effectiveness, and accountability
- 6.7. Communicate performance levels internally and externally

*Performance Measure:* Learning outcomes

*Benchmark:* Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

#### ***7. Goal: Demonstrate responsible stewardship and public accountability***

- 7.1. Demonstrate public accountability (legal, fiscal, social, and programmatic)



- 7.2. Maintain public trust through transparency and responsible stewardship of the resources entrusted to us
- 7.3. Allocate, manage, and invest human, financial, physical, and intellectual resources prudently, effectively, and efficiently
- 7.4. Effectively communicate the College's effectiveness in carrying out its mission

*Performance Measure:* Instructional cost per credit hour and student FTE

*Benchmark:* Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions

### **Strategic Theme IV: Global citizenship and competitiveness**

#### **8. Goal: Actively contribute to global awareness, understanding, engagement, and competitiveness**

- 8.1. Educate stakeholders on the importance and value of global education to the success of our students and to the long-term viability and prosperity of our community, state, and nation
- 8.2. Promote understanding of global interdependence by infusing global perspectives and integrating international and intercultural education across the curricula
  - The Communication Department began offer a class in Intercultural Communication in 2008.
- 8.3. Provide quality educational programs and experiences that prepare students to compete successfully in an increasingly interconnected global marketplace
  - The Business Department has engaged wholeheartedly in global awareness. We have a relatively new International Business degree offering. We have an International Business Club which prepares students for a business/ cultural travel experience each year. Our Culinary/Hospitality Program is venturing to offer an international experience on a regular bases(perhaps biannually) so each class will have the opportunity. In addition, we have added *global awareness* to our list of department goals which are the basis for class outcomes for each course in our programs.
- 8.4. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens
- 8.5. Encourage and provide opportunities for our students to interact with and learn from others' multicultural and international experiences
  - Provided the opportunity for 40+ students to attend cutlural events in San Francisco during the annual spring break Art Department Cultural Field trip
    - 8.5.1. Facilitate interaction with people from different social, cultural, and linguistic backgrounds
  - The Spanish program will institute a study abroad opportunity to Guanajuato, Mexico starting in summer 2010.
    - 8.5.2. Recruit and retain international students
- 8.6. Provide opportunities for international experiences
  - 8.6.1. Promote study abroad and international service learning opportunities



## 8.6.2. Provide international travel opportunities

- GEOL 275 course offers students the opportunity to learn geology *in-situ*.
- The college supported FREN/CULA 205, a class-based trip to France.

## 8.7. Encourage and support faculty/staff participation in global learning opportunities

- Funded Brent Jensen's music exchange opportunity to East Asia during the summer of 2009.

## 8.8. Collaborate with other institutions on global initiatives

*Performance Measure:* Number of courses that incorporate global issues into the curriculum

*Benchmark:* The number of courses that incorporate global issues into the curriculum will increase

*Performance Measure:* Number of presentations, events, and activities that address global issues

*Benchmark:* Every fall and spring semester CSI will have at least five presentations, events, or activities addressing global issues

*Performance Measure:* Participation in international study/travel opportunities

*Benchmark:* The number of students and faculty who participate in international study/travel will increase

## 9. Goal: Promote environmental sustainability

## 9.1. Promote stewardship of our natural resources

- Physical Science Department:

We re-use single-sided, non-sensitive copies for scratch paper.

We re-use chemicals in chemistry and physics labs, when appropriate. For example, 50% isopropanol is reused in the "burning money" demo, and isopropanol is reused in the physics labs. We use bottles or mugs for beverages in our offices.

Geology field trips use CSI vans or Trans IV busses.

We use laminated copies of the periodic table with exams, both in class and at the testing center, to avoid re-printing these for each exam.

We used SharePoint to circulate approximately thirty applications, cover letters, and resumes for our Organic Chemistry Instructor search. No print copies were made.

Systematically consider our chemistry labs and demos for places where we could substitute a more environmentally friendly chemical for a hazardous one, without sacrificing learning objectives.

Systematically consider our chemistry labs for places where the quantities could be scaled down, without sacrificing learning objectives.

## 9.2. Provide leadership and raise the visibility of environmental initiatives

## 9.3. Engage students, employees, and the community in open discourse about the importance of the environment and our role in conserving it for future generations

## 9.4. Provide information and training on the sustainability of our environment through conservation and innovation



- 9.5. Incorporate environmental education and sustainability principles across the curricula
- A cohort of composition teachers implemented a unit on consumerism / consumer practices, that dealt in large part with sustainability principles in relationship to what we buy
- 9.6. Do our part in preserving a clean and healthy environment
- Our department participated in the Sustainability Committee's contest this spring; as a result, many of us did things like reduce the amount of paper we used in classes, reduce the number of disposable cups we used, and tried to walk or bike to work.
- 9.7. Strive to develop and implement facilities, systems, and practices that are environmentally sustainable - reduce, reuse, and recycle
- 9.7.1. Minimize our environmental impact
- This year, for the first time, we collected English 102 portfolios in electronic rather than print format. We are experimenting with doing this in English 101 next year
- 9.7.2. Continue to improve water and energy conservation practices
- 9.7.3. Protect renewable natural resources

*Performance Measure:* Number of courses that incorporate sustainability issues into the curriculum

*Benchmark:* The number of courses that incorporate sustainability issues into the curriculum will increase

*Performance Measure:* Number of presentations, events, and activities that address sustainability issues

*Benchmark:* Every fall and spring semester CSI will have at least five presentations, events, or activities addressing sustainability issues

*Performance Measure:* Summary of sustainability practices implemented

*Benchmark:* Develop and publish a report on sustainability practices implemented

## Strategic Theme V: Institutional Advancement and Advocacy

### 10. Goal: Continue to strengthen institutional identity and positioning

- 10.1. Strengthen and consistently communicate our institutional identity that is in line with our mission, vision, and strategic plan
- 10.2. Implement effective and integrated marketing communication strategies
- 10.3. Strengthen and increase the recognition of our brand



- 10.4. Position CSI as a regionally and nationally recognized progressive community college focused on student learning and success
- 10.5. Strive to continually enhance our reputation and image
- 10.6. Manage and create positive perceptions and media relations
- 10.7. Communicate evidence of institutional effectiveness and our value and contributions to the community, state, nation, and beyond
- 10.8. Celebrate and publicize successes of our students, faculty, staff, and the College
  - A photo of the Outstanding English Majors scholarship recipients was published in the Times-News.

*Performance Measure:* Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning

*Benchmark:* Every year continue to increase the number and quality of events, publications, and presentations

### **11. Goal: Support institutional advancement**

- 11.1. Align institutional advancement priorities and activities with our mission, vision, goals, and objectives
- 11.2. Build strong relationships with a variety of constituents
- 11.3. Encourage involvement and participation in the College
- 11.4. Foster pride and loyalty to the institution
- 11.5. Further expand strategic grant development efforts
- 11.6. Leverage institutional advancement efforts through partnerships
- 11.7. Support the CSI Foundation in its fundraising efforts

*Performance Measure:* Total yearly dollar amount generated through external grants

*Benchmark:* Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year  
Submit a minimum of \$2,750,000 yearly in external grant requests with a 30% success rate

*Performance Measure:* Funds raised through the CSI Foundation

*Benchmark:* By 2013 achieve a minimum of 80% employee participation in the Foundation's internal campaign  
By 2013 award Foundation scholarships to at least a third of all eligible CSI students

### **12. Goal: Further develop and effectively target our advocacy efforts**

- 12.1. Promote the community college mission locally, statewide, and nationally
- 12.2. Raise awareness of the role of community colleges in providing lifelong learning opportunities and their contributions to the economic, social, and cultural development of the communities they serve
- 12.3. Articulate the needs of the College clearly and persuasively



- 12.4. Effectively represent CSI's budget, policy, and program interests to local, state, and national elected officials and government agencies at all levels
- 12.5. Ensure that the College receives the appropriate support and recognition
- 12.6. Advocate for adequate funding to carry out our mission and vision
- 12.7. Effectively communicate the impact of and positive outcomes derived from the support received
- 12.8. Partner with other sister institutions and strengthen linkages to various community college advocacy groups

*Performance Measure:* State funding levels

*Benchmark:* Maintain general fund dollars per student FTE comparable to that of our peer institutions

## External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:

- Changes in the economic environment (e.g. inflation, energy cost, personal income, unemployment and underemployment, foreclosure and bankruptcy rates, globalization, the value of the dollar, availability of credit, etc.)
- Changes in national or state priorities
- Significant changes in local, state or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff
- Government-wide policies
- Legal and regulatory constraints
- Changes in technology (access, affordability, efficiency)
- Demographic changes (e.g. changes in the number of high school graduates, retirement of the Baby Boomers, growing minority population, etc.)
- Changes in the physical environment (e.g. drought)
- Natural disasters, pandemic, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

## Performance Measures/Benchmarks

The performance measures and benchmarks are based on the literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.



Experts in the field agree that performance measures and benchmarks used to measure community college institutional effectiveness should carefully consider: the mission and varied roles community colleges must fulfill, the diversity of student populations served, open admission policies, diverse educational goals that may or may not include earning a degree or certificate, etc.

*Sources:*

Alfred, R., Shults, C., & Sybert, J. (2007). *Core Indicators of Effectiveness for Community Colleges* (3rd ed.). Washington, D.C: Community College Press, American Association of Community Colleges.

Flores, S.M. (2006). *Benchmarking: An Essential Tool for Assessment, Improvement, and Accountability: New Directions for Community Colleges*, No. 134, San Francisco, CA: Jossey-Bass.

Banta, T.W. (2004). *Community College Assessment*, San Francisco, CA: Jossey-Bass.

Community College Survey of Student Engagement (CCSSE), a benchmarking instrument that establishes national norms on educational practice and performance by community and technical colleges. <http://www.ccsse.org/>

The National Community College Benchmark Project (NCCBP) that provides national and peer community college effectiveness indicator data. <http://www.nccbp.org/>

The Kansas Study, a national study of Community College Instructional Costs and Productivity. <http://www.kansasstudy.org>





**College of Southern Idaho**  
PO Box 1238  
Twin Falls, ID 83303

[www.csi.edu](http://www.csi.edu)

**Standard 2**

B.2.2 – Strategic Plan (please see II.3 and III.6)

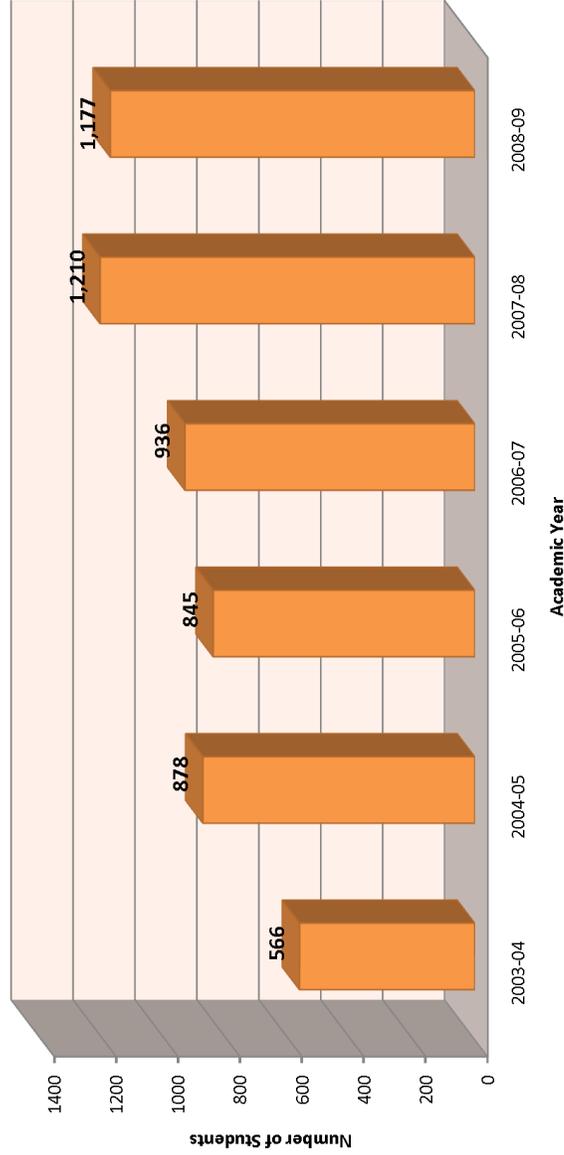
<http://planning.csi.edu/planning/strategicPlan/index.asp>

**Standard 3**

B.3.1 – “I’m Going to College” attendance



## "I'm Going to College" Program Attendees



CSI's "I'm Going to College" program brings sixth graders from throughout the region to the CSI campus. The intent of the program is to encourage these young students to aspire to a college degree. During this past year, 1,177 students from 14 elementary schools participated, which included an area that extended from Hansen to Glenns Ferry, and then north to Jerome.

B.3.2 – CCSSE results

[http://reports.csi.edu/2009\\_InstitutionalProfile/StudentOpinion2009.htm](http://reports.csi.edu/2009_InstitutionalProfile/StudentOpinion2009.htm)

#### **Standard 4**

B.4.1 – In-service and pre-service programs

August 1, 2008

James [Smith]  
843Acme Way  
Twin Falls, ID 83301

Dear James:

On behalf of the College of Southern Idaho, I would like to thank you for your commitment of time and effort to our students. Part time and dual enrollment instructors are a very important component of our campus, and your contribution to student success is greatly appreciated.

I would like to invite you to an in-service activity designed especially for our part-time and dual enrollment instructors to kick off our Fall 2008 semester. The event is scheduled for Tuesday, August 19, 2008 from 4:30-8:00 p.m. Please plan to meet in the Fine Arts Building lobby. We will be serving pizza and beverages for one hour beginning at 4:30 p.m.

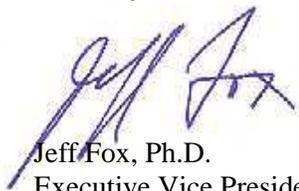
**Please RSVP** by calling Larrienne at (208)732-6219 by August 15, 2008. The agenda is attached with additional information.

Each participant will receive *a chance in a drawing for one of two \$250 CSI scholarships* that are being donated by the CSI Foundation. You can use the scholarship for yourself, but they are transferable and so you may choose to share with a family member or someone you know taking CSI classes who could use it to pay for tuition or to purchase books.

I certainly hope you will enjoy this informative event that will provide a chance for you to meet and network with full-time faculty and other part-time instructors who teach within your department as well as to receive new and updated information on tools to assist you in grading, class lists, and more. Everyone who attends will receive \$50 for participating. The necessary claim form will be provided during your meeting with your respective department.

I look forward to seeing you there!

Sincerely,



Jeff Fox, Ph.D.  
Executive Vice President  
& Chief Academic Officer

JF:sp  
Enclosure



College of  
Southern  
Idaho

# Part-Time & Dual Enrollment Faculty

**Fall 2008 Inservice**  
**Tuesday—August 19, 2008**  
**Fine Arts Building**  
**Theater —Room 155**

## Agenda

4:45-5:30 p.m. — Pizza (FA Lobby)

---

5:30 p.m. — Welcome (Theater 155)  
*By Jeff Fox*

---

5:35-6:15 p.m. — MyCSI Review  
*By Gail Schull*

---

6:15-6:45 p.m. — Copyright Issues  
*By Teri Fattig*

---

6:45-7:00 p.m. Part-Time Faculty Website  
*By Chika Daggett*

---

7:00-8:00 p.m. — Meet with CSI Departments

### Meet in the following rooms:

Academic Development — GRM 218  
Agriculture Department — EVRGN A24  
Biology Department — FA 87  
Business Department — FA 84  
Education/Physical Education — FA 89  
English, Language & Philosophy Department — SHLDS 101  
Fine Arts Department — FA 133  
Health Sciences & Human Services — GRM 231  
Information Technology — Theater FA 155  
Math Department — GRM 232  
Physical Science Department — GRM 233  
Social Science — FA 83

B.4.2 – Faculty Senate and Faculty Senate Executive Committee meeting minutes  
[http://www.csi.edu/facultyAndStaff\\_/committees/senate/minutes.asp](http://www.csi.edu/facultyAndStaff_/committees/senate/minutes.asp)

B.4.3 – Shifts in enrollment

The FY2005 portion of the table is unique in that it included all contracted faculty, a few of whom were contracted for less than full-time load. In subsequent years those contracted “part-time” faculty were removed from the reported figures because they were outliers.

<b>2005 (fall 2004 data)</b>				
<b>Faculty</b>	<b>Headcount</b>	<b>Faculty FTE</b>	<b>Average load per faculty</b>	<b>% of credits taught</b>
<b>Full-Time</b>	161	145.11	13.52	71%
<b>Part-Time</b>	221	59.83	4.06	29%
<b>Totals</b>	<b>382</b>	<b>204.94</b>		<b>100%</b>
<b>2006 (fall 2005 data)</b>				
<b>Faculty</b>	<b>Headcount</b>	<b>Faculty FTE</b>	<b>Average load per faculty</b>	<b>% of credits taught</b>
<b>Full-Time</b>	161	150.38	14.01	73%
<b>Part-Time</b>	209	55.66	4.05	27%
<b>Totals</b>	<b>370</b>	<b>206.40</b>		<b>100%</b>
<b>2007 (fall 2006 data)</b>				
<b>Faculty</b>	<b>Headcount</b>	<b>Faculty FTE</b>	<b>Average load per faculty</b>	<b>% of credits taught</b>
<b>Full-Time</b>	157	149.2	14.52	70%
<b>Part-Time</b>	218	63.13	4.34	30%
<b>Totals</b>	<b>375</b>	<b>212.33</b>		<b>100%</b>
<b>2008 (fall 2007 data)</b>				
<b>Faculty</b>	<b>Headcount</b>	<b>Faculty FTE</b>	<b>Average load per faculty</b>	<b>% of credits taught</b>
<b>Full-Time</b>	155	143.47	13.88	66%
<b>Part-Time</b>	236	74.7	4.75	34%
<b>Totals</b>	<b>391</b>	<b>218.17</b>		<b>100%</b>
<b>2009 (fall 2008 data)</b>				
<b>Faculty</b>	<b>Headcount</b>	<b>Faculty FTE</b>	<b>Average load per faculty</b>	<b>% of credits taught</b>
<b>Full-Time</b>	158	162.9	15.47	65%
<b>Part-Time</b>	253	89.21	5.29	35%
<b>Totals</b>	<b>411</b>	<b>252.11</b>		<b>100%</b>

B.4.4 – Four-part evaluation (full-time faculty) and part-time faculty evaluation forms  
<http://www.csi.edu/forms/instruction/facEval.doc>

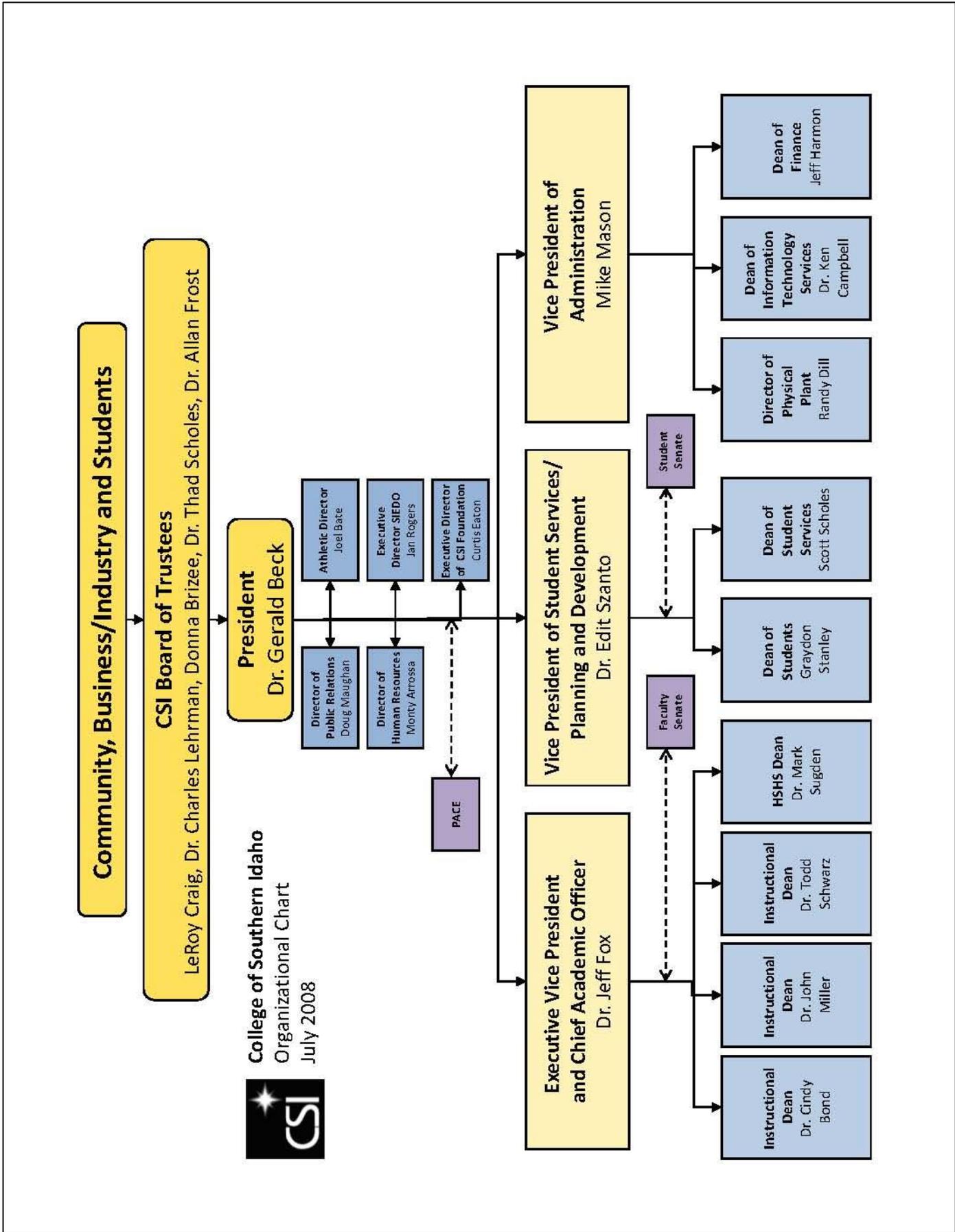
B.4.5 – Faculty Handbook (see 3.08 and 3.06.04 in particular)  
<http://hr.csi.edu/facultyHandbook/>

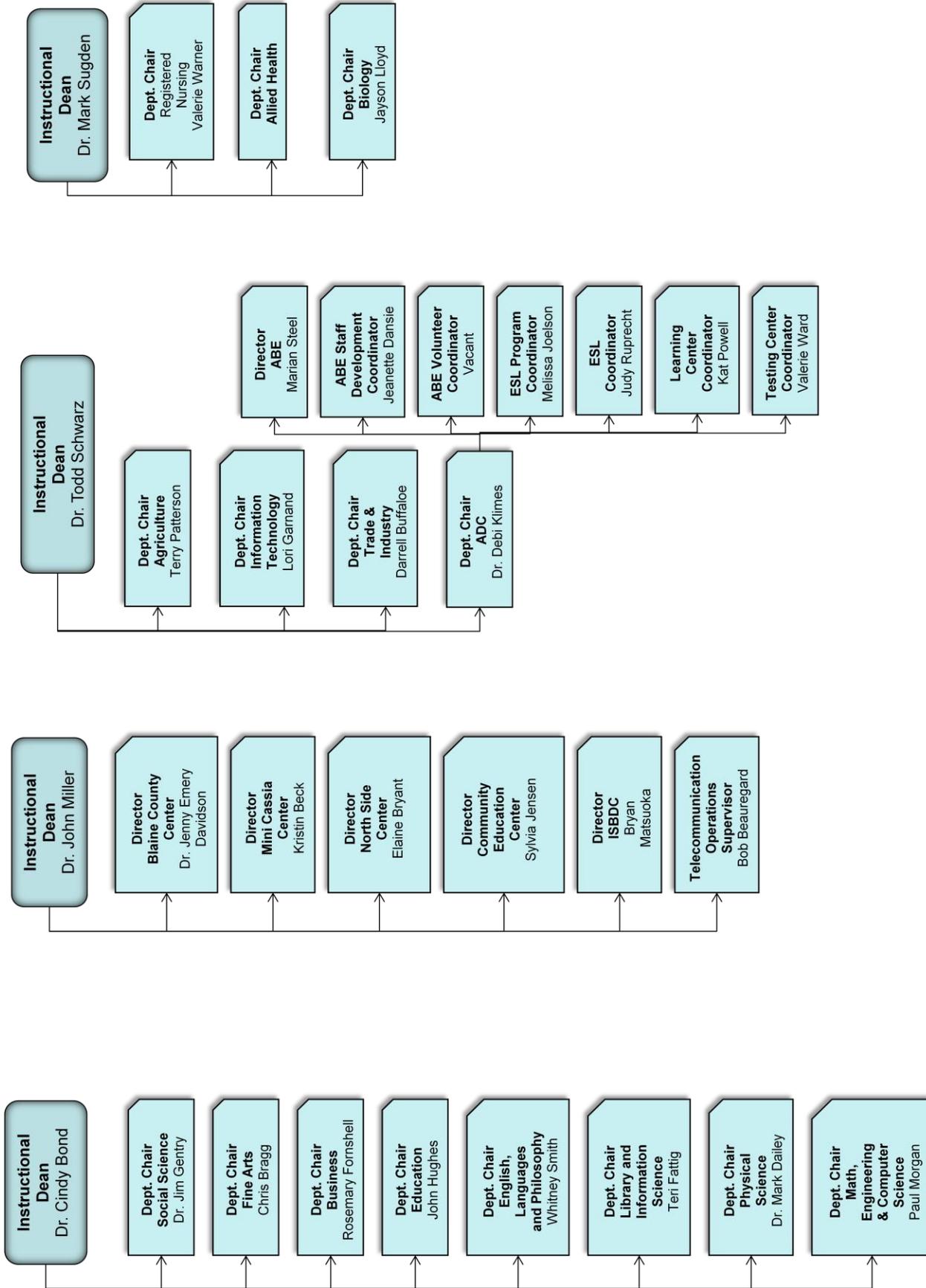
## **Standard 5**

B.5.1 – Library Advisory Committee  
[http://www.csi.edu/facultyandStaff\\_/committees/libAdvisory.asp](http://www.csi.edu/facultyandStaff_/committees/libAdvisory.asp)

## **Standard 6**

B.6.1 – CSI Organizational Chart





**Standard 7**

**B.7.1 – CSI Foundation Strategic Plan**

**College of Southern Idaho  
Foundation**

**STRATEGIC PLAN  
2007 – 2012  
April 19, 2007**

**Prepared On Behalf of CSIF By:**

**Monica G. Massarand  
Interaction Consulting International, Inc.  
(208) 861-8834**

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# Introduction

## Background

“Serving The College of Southern Idaho since 1984, The Foundation promotes access to CSI by encouraging philanthropy to support scholarships, programs, and capital projects. We work with the College to support high quality education and productive community relationships.”  
[CSI Foundation Legacy brochure]

With that backdrop, the Foundation decided in September of 2006 to embark on a time-specific self assessment that would result in a strategic direction for the Foundation. The Board engaged Interaction Consulting International to facilitate the six month planning process.

The goal of the planning process was to create a document that would at once be prescriptive of specific actions and adaptive to changing circumstances. It was expected to be a document that was created by the people most directly affected by its content and consequences.

"We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time." ~T.S. Eliot, Four Quartets

## The Strategic Planning Committee

The CSI Foundation Strategic Planning Committee is comprised of Foundation Board Members who worked in partnership with Foundation Executive Staff and a facilitator.

### Board Members

Tom Ashenbrenner  
Gerald Beck  
Adrian Boer  
Charlie Creason  
John Hepworth  
Cally Parrott  
Judy Pollow  
Anna Scholes  
Dave Werbeck

### CSIF Staff

Curtis Eaton  
Debra Wilson  
Jenny Coelho

### Facilitator

Monica Massarand

## The Planning Process

The planning process was commenced at a Full Board Meeting in September 2006. The Board and CSIF Staff completed a facilitated exercise to create a common Vision for the Foundation's future. Decisions were made by consensus. Foundation stakeholders were also identified to ensure they were considered throughout the planning process. The Five-Year Vision serves as the point of alignment for the rest of the planning process. The Foundation's Mission Statement was also restated. Foundation Values were crafted to define the principles that guide Foundation actions.

Next, the Strategic Planning Committee conducted an Environmental Assessment: an analysis of the Foundation's Strengths, Weaknesses, Opportunities, Threats, and Trends (i.e., SWOTT Analysis). Critical success factors were identified by prioritizing and synthesizing SWOTT Analysis elements. Measurable Goals addressing each of the Critical Success Factors were developed. Objectives defining how each Goal would be attained were created and organized via a master timeframe to optimize their coordination and scheduling. Performance Measures were established to enable the Foundation to gauge success in reaching its Goals. An accompanying Performance Measurement Plan was drafted to define the timeframe, responsibilities, and audience for each measure. Finally, Action Plans detailing the steps and responsibilities in completing each Objective were developed and will serve as the primary management tool for plan implementation.

A key part of the process involved asking for input from stakeholders at various points in the planning process. Focus groups of Scholarship Students and the Mini-Cassia Board/Donors Group were conducted to inform the Environmental Assessment. It was agreed that a community focus group need not be held as the CSI Foundation board is a representation of the community that the Foundation serves. The Full Board was asked for input at various stages in the plan's development. An additional focus group with CSI students (primarily student senators and ambassadors) was conducted to further validate plan elements. Together, input gathering activities helped ensure the plan was on target and enhanced stakeholder buy-in.

The following provides an overview of the milestones involved in creating the CSI Foundation's Strategic Plan:

<u>Milestone</u>	<u>Attendees</u>	<u>Date</u>	<u>Location</u>
Kickoff and Direction Setting Meeting	CSIF Board and Staff	Sept. 2006	Twin Falls
Scholarship Student Focus Group	Scholarship Students and CSIF Staff	Oct. 2006	Twin Falls
Mini-Cassia Board/Donors Focus Group	Mini-Cassia Board/Donors and CSIF Staff	Nov. 2006	Mini-Cassia
Environmental Assessment Meeting	Strategic Planning Committee and CSIF Staff	Jan. 2007	Twin Falls
Goals and Objectives Development Meeting	Strategic Planning Committee and CSIF Staff	Feb. 2007	Twin Falls
Action Planning and Performance Measurement Development Meeting	CSIF Executive Staff	Mar. 2007	Boise
CSI Student Focus Group	CSI Students and CSI Staff	Mar. 2007	Twin Falls
Plan Finalization and Presentation Preparation Meeting	CSIF Executive Staff	April 2007	Boise

<u>Milestone</u>	<u>Attendees</u>	<u>Date</u>	<u>Location</u>
Foundation Board Strategic Plan Presentation and Launch	Foundation Board and Staff	April 2007	Twin Falls

The rest of this report presents the outcomes of the Strategic Planning Committee's work and articulates the Foundation's focus for the next five years. Most importantly, it defines the Board's and Executive Staff's commitment to optimizing the Foundation's performance in serving its stakeholders. It is intended to be a flexible roadmap: a living document that will be added to/modified as needed throughout implementation.

# Mission, Vision, and Values

## Our Mission

Mission statements define an organization's core purpose. CSIF's Mission is captured by the following statement:

“The College of Southern Idaho Foundation provides increased awareness and financial support to CSI to educate, offer life-long learning, and strengthen community partnerships.”

## Our Vision for 2012

The Vision describes an organization's desired future state. It is the guiding force that inspires stakeholders to be involved with the organization and provides a point of alignment for all organizational activities. CSIF's five-year Vision is to:

“Provide ever-increasing access by expanding exceptional educational and community opportunities.”

## Our Values

Values reveal the character of an organization: beliefs, attitudes, and behaviors that guide conduct and decision-making. The members of the Board express the following Values as guiding principles for CSIF:

- Adaptability
- Affordability/Financial Assistance
- Community Relationships/Partnerships
- Diversity
- Ethical Behavior and Confidentiality
- Excellence
- Fiscal Responsibility
- Teamwork
- Traditional and Non-Traditional Students
- Vibrancy
- Vision

# Goals, Objectives, Performance Measures, and Timeline

This section contains the Goals, Objectives, Performance Measures, and corresponding timeline of the CSIF 2007 - 2012 Strategic Plan. Goals articulate, in measurable terms, the outcomes the organization will achieve in order to reach its Vision. Objectives define how the Goals will be achieved. Performance Measures are designed to assess the impact of plan activities and align directly with Goals. Measurement data informs progress toward achieving the Goals and guides any course adjustments needed to maximize success at reaching CSIF's Vision.

This section contains a Summary of Goals and Objectives followed by a Performance Measurement Plan that describes how measurement will be implemented. Finally, a Master Timeline is included to align the Goals, Objectives, and Performance Measures and provide a timeframe.

## Summary of Goals and Objectives

### **THEME 1: FINANCE**

**GOAL 1A:** By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).

**GOAL 1B:** By June 30, 2012, increase the number of donors by 25% (net).

#### **OBJECTIVES:**

- 1) Manage money opportunistically
- 2) Develop a compelling case/need
- 3) Establish a Past Foundation Presidents Forum
- 4) Target companies CSI helped migrate to the area
- 5) Develop planned giving strategies

#### **OBJECTIVES:**

- 1) Make targeted contacts to the area
- 2) Facilitate donor recruitment by Board
- 3) Develop Alumni Association and friend fundraiser events

### **THEME 2: COMMUNICATION**

**GOAL 2A:** By June 30, 2008, 100% of the CSIF Board and Staff will believe the Foundation is functioning optimally in fulfilling its Mission.

**GOAL 2B:** By June 30, 2012, 85% of target group populations will be aware of CSIF.

#### **OBJECTIVES:**

- 1) Arrange Board and Staff training/presentations
- 2) Conduct regular, multi-channel communication with the Board and Staff (e.g., Director's Desk on Website)
- 3) Hold Individualized, face-to-face meetings with Board and Staff as needed

#### **OBJECTIVES:**

- 1) Conduct joint marketing with organizations benefiting from/employing graduates
- 2) Leverage on/off campus events
- 3) Develop and implement a marketing/awareness campaign

**THEME 3: OUTCOMES**

**GOAL 3:** By June 30, 2012, 33% of CSI students will be Foundation Scholars.

**OBJECTIVES:**

- 1) Launch strategically timed advertisements
- 2) Increase number of student applicants
- 3) Leverage technology whenever possible

## Performance Measurement Plan

GOAL	MEASURE	FREQUENCY OF MEASUREMENT	RESPONSIBLE PARTY(IES)	METHOD OF COMM	AUDIENCE
1A	<u>Net Revenue</u>	Annually	Audit	Report issued by Oct. 1 of each year	Board, Executive Staff, and Donors
	<u>Three-Year Month-to-Month Comparison</u>	Monthly	Executive Staff	Verbally at Board Meetings	Executive Staff (Monthly) and Board (Quarterly)
1B	<u>Number of Donors</u> The intent of Goal 1B is to increase the number of current donors by 25%. "Donors" are defined as those donating to the Foundation within the last three years. Those donating more than three years ago who decide to donate again will be counted as new donors. Deceased donors will be removed from the donor list.	Annually	Foundation Staff (Jenny)	Electronic report (Curtis and Debbie) and hard copy report (Board)	Board and Executive Staff
2A	<u>Internal Survey</u> Survey of staff and Board, possibly using the QPO Model as a guide for question development.	Baseline ASAP, then annually	Internally	Report	Board and All Staff
2B	<u>Awareness Survey</u> This will be similar to the survey conducted by SDS in 2003. Target groups will include "boomers and beyond," high school parents, alumni, business owners, and new area residents.	Baseline in FY 2008, then in 2010 and reassess	Third party	Report	Board and Executive Staff
3	<u>Number of Foundation Scholars</u> Data source is Foundation tax return.	Annually	Foundation Accountant	Report	Board and Executive Staff

# Master Timeline

GOALS AND PERFORMANCE MEASURES	OBJECTIVES	TIMELINE													Yrs 2-5
		Year 1													
		April 2007 – March 2008													
		Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar		
<b>GOAL 1A</b> By June 30, 2012, Increase the total amount of donations by 15%.  <u>Measures</u> Net Revenue Three-Year Month-to-Month Comparison	1. Manage money opportunistically	X	X	X	X	X	X	X	X	X	X	X	X		
	2. Develop a compelling case/need	X		X	X	X	X	X	X	X					
	3. Establish Past Foundation Presidents Forum	X													
	4. Target companies CSI helped migrate to the area	X	X	X	X	X	X	X	X	X	X	X	X	X	
	5. Develop planned giving strategies				X	X	X	X	X	X	X	X	X	X	
<b>GOAL 1B</b> By June 30, 2012, increase the number of donors by 25%.  <u>Measure</u> Number of Donors (Net Increase)	1. Make targeted contacts in the area				X	X	X	X	X	X	X	X		X	
	2. Facilitate Board recruitment of donors	X				X	X	X							
	3. Develop Alumni Association and friend-raiser events				X	X	X	X	X	X					
<b>GOAL 2A</b> By June 30, 2008, 100% of the CSIF Board and Staff will believe the Foundation is functioning optimally in fulfilling its Mission.  <u>Measure</u> Internal Survey	1. Arrange Board and Staff training/presentations	X	X	X	X	X	X	X	X	X	X	X	X	X	
	2. Conduct regular, multi-channel communication with the Board and Staff	X	X	X	X	X	X	X	X	X	X	X	X	X	
	3. Hold individualized, face-to-face meetings with Board and Staff as needed	X	X	X	X	X	X	X	X	X	X	X	X	X	

Goal and Performance Measure	Strategy	Timeline													
		Year 1 April 2007 – March 2008												Yrs 2 – 5	
		Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar		
<b>GOAL 2B</b> By June 30, 2012, 85% of target group population will be aware of CSIF.  <u>Measure</u> Awareness Survey	1. Conduct joint marketing with organizations benefiting from/employing graduates											X			X
	2. Leverage on/off campus events	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3. Develop and implement a marketing/awareness campaign				X	X	X	X	X	X	X	X	X	X	X
<b>GOAL 3</b> By June 30, 2012, 33% of CSI students will be Foundation Scholars.  <u>Measure</u> Number of Foundation Scholars	1. Launch strategically timed advertisements						X					X			
	2. Increase number of student applicants						X								
	3. Leverage technology whenever possible						X								

## Action Plans

Action Plans translate Goals and Objectives into concrete tasks. They will enable CSIF to manage the implementation of the Strategic Plan. They describe the tasks, timelines, and individuals involved in achieving each Objective.

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1A:</b>	By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).
<b>Objective 1:</b>	Manage money opportunistically

Implementation Steps	When	Who	Status
1. Spend money to make money: <ul style="list-style-type: none"> <li>❖ External surveys, donors and community</li> <li>❖ Professional brochures</li> <li>❖ Professional marketing plan</li> <li>❖ Workshops and Institutes with partners Eg: "Investments 101"; "Planned Giving 102"</li> </ul>	4 <sup>th</sup> Q 07  2 <sup>nd</sup> Q 07 3 <sup>rd</sup> Q 07 3 <sup>rd</sup> Q 07/1 <sup>st</sup> Q 08	Exec. Comm. Staff Mkt. Comm. Exec. Comm.	
2. Budget: <ul style="list-style-type: none"> <li>❖ Annually control expenses</li> <li>❖ Annually budget for Foundation exposure</li> <li>❖ Annually budget revenue and sources</li> <li>❖ Annually budget target populations</li> <li>❖ Information on Financial campaign manager</li> </ul>	June 07 June 07  June 07 June 07 April 07	Finance Comm. and Staff for all of "Budget"	
3. Increase Foundation FTEs: <ul style="list-style-type: none"> <li>❖ Obtain information from State Board of Education re: sister institution development offices</li> <li>❖ Hire an alumni and events coordinator</li> <li>❖ Develop pro forma for additional Scholarship fte</li> </ul>	2 <sup>nd</sup> Q 07  3 <sup>rd</sup> Q 07 3 <sup>rd</sup> Q 07	Staff  Mkt. Comm. Staff	
4. Investments: <ul style="list-style-type: none"> <li>❖ Review fees</li> <li>❖ Investment and Planned Giving advisory suite</li> </ul>	2 <sup>nd</sup> Q 07 3 <sup>rd</sup> Q 07	Staff Maj. Gifts Comm.	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1A:</b>	By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).
<b>Objective 2:</b>	Donation “campaigns:” develop a compelling case/need

Implementation Steps	When	Who	Status
1. Campaigns: <ul style="list-style-type: none"> <li>❖ Higher Education Building and Scholarships - Develop case and plan</li> <li>❖ Breckenridge - Develop case and plan</li> </ul> 2. Affordable naming opportunities: <ul style="list-style-type: none"> <li>❖ Alumni pavers - Develop case and plan</li> <li>❖ Annual report sponsors</li> <li>❖ Sponsors for Alumni website</li> </ul>	April 07  June 07   4 <sup>th</sup> Q 07  3 <sup>rd</sup> Q 07  3 <sup>rd</sup> Q 07	Maj. Gifts Comm/Staff Maj. Gifts Comm/Staff  Mkt Comm Staff Mkt Comm Staff Mkt Comm Staff	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1A:</b>	By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).
<b>Objective 3:</b>	Establish Past Foundation Presidents Forum

Implementation Steps	When	Who	Status
1. Identify potential members and establish criteria for the "Forum."	March 07	Curtis	
2. Notify Executive Committee.	March 07	Curtis	
3. Invite to campus tours and information meetings.	April 5, 07	Curtis	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1A:</b>	By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).
<b>Objective 4:</b>	Target companies CSI helped migrate to the area

Implementation Steps	When	Who	Status
1. Identify companies.	2 <sup>nd</sup> /3 <sup>rd</sup> Q 07	Staff	
2. Identify contact persons for companies both on Foundation Board and at the College.	2 <sup>nd</sup> /3 <sup>rd</sup> Q 07	Staff	
3. Invite companies to events, tours, etc. using names of Board members and the College.	3 <sup>rd</sup> Q 07	Staff	
4. Follow up responses by companies.	4 <sup>th</sup> Q 07/1 <sup>st</sup> Q 08	Staff	

<b>Resources Needed</b>
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<b>Additional Considerations/Challenges</b>
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<b>Team Members</b>
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# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1A:</b>	By June 30, 2012, increase the total amount of donations by 15% (adjusted for inflation).
<b>Objective 5:</b>	Develop planned giving strategies

Implementation Steps	When	Who	Status
1. Comb Foundation's existing data base and follow up on names of "large donors" by establishing contact strategies.	3 <sup>rd</sup> Q 07	Maj. Gifts Comm/Staff	
2. Develop institutes and workshops for target populations including "over 60 and fit" ("boomers and beyond") and alumni; Foundation alone and in partnership with such organizations as Ferguson Wellman.	3 <sup>rd</sup> /4 <sup>th</sup> Q 07/1 <sup>st</sup> /2 <sup>nd</sup> Q 08	Maj Gifts Comm/Staff	
3. Develop the Foundation Finance Advice "Suite."	1 <sup>st</sup> Q 08	Maj Gifts Comm/Staff	
4. Establish an active solicitation list of 25 names of donor prospects to be contacted by staff or Board with quarterly review of list.	3 <sup>rd</sup> Q 07	Maj Gifts Comm/Staff	

**Resources Needed**

**Additional  
Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1B:</b>	By June 30, 2012, increase the number of donors by 25% (net).
<b>Objective 1:</b>	Make targeted contacts in the area

Implementation Steps	When	Who	Status
1. Identify the segments to be contacted. Include: <ul style="list-style-type: none"> <li>❖ Over 60 &amp; Fit</li> <li>❖ Chamber list</li> <li>❖ New to TF</li> <li>❖ Professionals</li> <li>❖ others</li> </ul>	3 <sup>rd</sup> Q 07	Mkt Comm / Staff	
2. Develop strategies and marketing to each segment: <ul style="list-style-type: none"> <li>❖ Direct mailing</li> <li>❖ E-contact</li> <li>❖ Tours</li> <li>❖ Others</li> </ul>	3 <sup>rd</sup> Q 07	Mkt Comm / Staff	
3. Implement selective marketing.	3 <sup>rd</sup> Q 07	Mkt Comm / Staff	
4. Conduct annual campaign with Annual Report and appeal for donations: <ul style="list-style-type: none"> <li>❖ Coordinate Annual Report production</li> <li>❖ Review database for donors</li> <li>❖ Create and send letters</li> </ul>	3 <sup>rd</sup> Q 07 3 <sup>rd</sup> Q 07 4 <sup>th</sup> Q 07	Debbie	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1B:</b>	By June 30, 2012, increase the number of donors by 25% (net).
<b>Objective 2:</b>	Facilitate donor recruitment by Board

Implementation Steps	When	Who	Status
1. Identify interested board members at board meetings.	April 24, 07	Foundation Staff	
2. Develop list of contacts from database and other sources.	August 07	Foundation Staff	
3. Develop strategies for contacting donors. Include: ❖ Mailings, coupled with phone calls ❖ Tours and campus events ❖ Institutes/workshops ❖ Continuing Education “classes” and lectures.	August 07	Foundation Staff / Mrkt committee	
4. Make contacts and follow-up.	Sept/Oct 07	Board members / Foundation Staff	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 1: FINANCE

<b>Goal 1B:</b>	By June 30, 2012, increase the number of donors by 25% (net).
<b>Objectives 3:</b>	Develop Alumni Association and friend-raiser events

Implementation Steps	When	Who	Status
1. Research other community college Alumni Association successes.	3 <sup>rd</sup> Q 07	Fnd Staff	
2. Develop Alumni Association plan for Alum board members: honorary co-chairs.	3 <sup>rd</sup> Q 07	Fnd Staff	
3. Hire Alum Association coordinator with Alum board members: <ul style="list-style-type: none"> <li>❖ Job description</li> <li>❖ Develop plan with new hire</li> </ul>	October 07	Curtis / Deb	
4. Events development: <ul style="list-style-type: none"> <li>❖ Both Foundation board and Alumni</li> <li>❖ Fourth of July possibility</li> <li>❖ Sister institutions</li> <li>❖ Identify other events that could be co-sponsored</li> </ul>	4 <sup>th</sup> Q 07	Alumni Coordinator	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2A:</b>	By June 30, 2008, 100% of the CSIF Board and Staff will believe the Foundation is functioning optimally in fulfilling its Mission.
<b>Objective 1:</b>	Arrange Board and staff training/presentations

Implementation Steps	When	Who	Status
1. Review board member educational needs to determine type of training most needed	Quarterly	Curtis/ Deb	
2. Determine type of presentation/needed and seek appropriate professional both in area and out of area to deliver training	Quarterly	Deb	
3. Present trainings to board members at quarterly board meetings and/or other special trainings as needed. ❖ Once a year a professional trainer/presenter will be featured to train board members on the "Art of the Ask," "Investment 101," and/or a similar topic. ❖ 10-15 minute educational topics at each of the other board meetings. Topics could include cultivation, solicitation, current trends in other community colleges, etc.	Quarterly board meeting	Curtis / Deb and or professional presenters	
4. Review Individual Development Plan with Foundation staff to determine job focus and align with possible trainings. Job description revision possible.	Annually	Curtis-Deb / Foundation Staff member	
5. Budget financial resources to support training and travel.	Annually	Curtis / Deb	
6. Schedule and attend trainings.	Per training basis	Foundation staff	

Resources Needed
<ul style="list-style-type: none"> <li>➤ Professional presenters/trainers</li> <li>➤ Budget resources for trainings/travel</li> <li>➤ Release time for training for staff</li> </ul>

Additional Considerations/Challenges
<ul style="list-style-type: none"> <li>➤ Meeting all board members (both seasoned and new) needs through targeted training.</li> <li>➤ Strategically scheduling staff time out-of-office</li> </ul>

Team Members
Curtis Deb Foundation Staff Foundation Board Members Presenters/Trainers

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2A:</b>	By June 30, 2008, 100% of the CSIF Board and Staff will believe the Foundation is functioning optimally in fulfilling its Mission.
<b>Objective 2:</b>	Conduct regular multi-channel communication with board and staff

Implementation Steps	When	Who	Status
1. Create information chain including E-mail newsletter/update with CSI Foundation board on a regular basis. Information should include both on-campus and off-campus information as well as information/updates on donations and projects.	Monthly updated more frequently with urgent information	Foundation staff	
2. Research and implement if appropriate communication software for board such as Director's Desk.	August 2007	Deb	
3. Conduct Foundation website maintenance including upgrades and updates.	Monthly	Jenny/ Foundation Staff	

<b>Resources Needed</b>
<ul style="list-style-type: none"> <li>➤ Software for Directors' Desk and/or other communication device</li> <li>➤ Training for staff on website maintenance/management</li> </ul>

<b>Additional Considerations/Challenges</b>

<b>Team Members</b>
Curtis Deb Foundation Staff

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2A:</b>	By June 30, 2008, 100% of the CSIF Board and Staff will believe the Foundation is functioning optimally in fulfilling its Mission.
<b>Objective 3:</b>	Hold individualized face-to-face meetings and board and staff as needed

Implementation Steps	When	Who	Status
1. Review of board members to establish contact schedule and arrange subsequent appointments: <ul style="list-style-type: none"> <li>❖ Meetings with Executive Committee members about on-going and important issues at lunch and/or at their offices</li> <li>❖ Meetings with general board members about specific areas of interest at the College and/or with the Foundation at least twice per year</li> </ul>	July 2007  As needed  Semi-Annually	Curtis / Deb	
2. Meetings with Foundation staff at least annual and preferable once a month: <ul style="list-style-type: none"> <li>❖ Employee evaluation and goal establishment meeting</li> <li>❖ Monthly progress meetings on goals and on Foundation ongoing projects.</li> </ul>	April 2007  Annual  Monthly	Curtis  Curtis/Deb/ Fnd Staff	

#### Resources Needed

- Budget for lunches, dinners and or meetings with board members.
- Specialized training and or information per each board member.

#### Additional Considerations/Challenges

#### Team Members

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2B:</b>	By June 30, 2012, 85% of target group populations will be aware of CSIF.
<b>Objective 1:</b>	Conduct joint marketing with organizations benefiting from/employing graduates

Implementation Steps	When	Who	Status
1. Review current list of employers in Magic Valley to ascertain possible partnering scenarios.	January 2008	Curtis / Deb / Foundation Special Committee	
2. Develop and review plan to joint market CSI Foundation with corporate and business partners.	Quarterly	Foundation staff	
3. Review other non-profit organizations and groups which could be beneficial as partners for CSI Foundation including MV Estate Planning and other similar organizations.	January 2008	Curtis / Deb	
4. Develop and review plan to partner with existing organizations.	Quarterly	Foundation staff	

**Resources Needed**

- Budget and or funding for partnership marketing and or advertising

**Additional Considerations/Challenges**

- Each opportunity must be accurately assessed for both strengths and weaknesses when partnering

**Team Members**

Deb  
Curtis  
Foundation Staff  
Foundation board  
Community Partners

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2B:</b>	By June 30, 2012, 85% of target group populations will be aware of CSIF.
<b>Objective 2:</b>	Leverage on/off campus events including presence at community events

Implementation Steps	When	Who	Status
1. Review CSI calendar for events that are both Foundation sponsored and non-sponsored events.	Weekly beginning April 1, 2007	Curtis / Deb	
2. Determine if Foundation presence beneficial and Board member / staff to attend event with report back to Foundation office and board as to benefit after event.	Weekly	Foundation staff	
3. Review community calendar for events that could be potential friend-raising or networking opportunities.	Weekly	Curtis / Deb	
4. Determine if Foundation presence beneficial and board member/ staff to attend event with report back to Foundation office and board as to benefit after event.	Weekly	Foundation staff	

**Resources Needed**

- Budget items for dinners, and/or fees to attend events on behalf of the Foundation.

**Additional Considerations/Challenges**

- Foundation staff and board members should be encouraged to attend as many campus and public events as deemed appropriate.

**Team Members**

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 2: COMMUNICATION

<b>Goal 2B:</b>	By June 30, 2012, 85% of target group populations will be aware of CSIF.
<b>Objective 3:</b>	Develop and implement a marketing/awareness campaign

Implementation Steps	When	Who	Status
1. Establish benchmark for CSI Foundation awareness in the Magic Valley: <ul style="list-style-type: none"> <li>❖ Review previous SDS Survey</li> <li>❖ Review and hire survey company with report back to CSI Foundation board</li> <li>❖ Update and/quantify results</li> </ul>	July 2007  September 2007 January 2011	Fnd staff / Mrkt Comm  Survey Company Curtis/Deb/ Survey Co.	
2. Establish relationship with Marketing company to design marketing/awareness plan for Foundation: <ul style="list-style-type: none"> <li>❖ Write and distribute RFP</li> <li>❖ Present plans to Foundation Marketing committee</li> <li>❖ Hire firm</li> <li>❖ Implement plan</li> <li>❖ Evaluate for progress</li> </ul>	November 2007     On-going	Fnd Staff / Mrkt comm	

<b>Resources Needed</b>
<ul style="list-style-type: none"> <li>➤ Budget items for marketing firm research</li> <li>➤ Consulting funding for marketing firm</li> </ul>

<b>Additional Considerations/Challenges</b>

<b>Team Members</b>

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 3: OUTCOMES

<b>Goal 3:</b>	By June 30, 2012, 33% of CSI Students will be Foundation Scholars.
<b>Objective 1:</b>	Launch strategically timed advertisements

Implementation Steps	When	Who	Status
1. Hold focus group discussions with students about scholarship opportunities available through the CSI Foundation.	Annually beginning July 07	Foundation Staff	
2. Review current scholarship advertisements/ marketing plan and determine best time to market to students in high school and currently at CSI: ❖ Visit with HS Counselors ❖ Meet with CSI Recruiters ❖ Talk to focus group of parents regarding best informational flow	September 07	Foundation Staff / CSI Scholarship Coordinator	
3. Review current scholarship advertisements/ marketing plan and determine best avenue to increase all student scholarship applications including encouraging first generation and Latino students to apply. ❖ Visit with HS Counselors ❖ Meet with CSI Recruiters ❖ Talk to focus group of parents regarding best informational flow	September 07	Foundatin Staff / CSI Scholarship Coordinator	
4. Establish marketing plan: ❖ Public Service Announcements ❖ Website Announcements ❖ Targeted Mailings ❖ Placement on HS homepages ❖ Print media advertisements ❖ Face-to-face meetings/workshops in communities and in schools	January 08	Foundation Staff / CSI Scholarship Coordinator	

#### Resources Needed

➤ Budget for Marketing including PSA, brochures, treats for meetings, etc.

#### Additional Considerations/Challenges

#### Team Members

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 3: OUTCOMES

<b>Goal 3:</b>	By June 30, 2012, 33% of CSI Students will be Foundation Scholars.
<b>Objective 2:</b>	Increase number of student applicants through parental involvement and through microsolarships

Implementation Steps	When	Who	Status
1. Using the marketing plan developed in Goal 3, Objective 1, establish a marketing plan directed at parents of middle school, high school, and college age students: <ul style="list-style-type: none"> <li>❖ Targeted mailings to parents</li> <li>❖ Handouts for parents of "I'm Going to College" participants</li> <li>❖ Sponsor Workshops and community educational events</li> <li>❖ Sponsor College Fair Days</li> <li>❖ Sponsor SOAR</li> </ul>	September 2007	Foundation Staff / CSI Scholarship Coordinator	
2. Using the marketing plan developed in Goal 3, Objective 1, establish an informational plan directed at parents of middle school and high school students informing them of the Dual Credit program at the College of Southern Idaho: <ul style="list-style-type: none"> <li>❖ Targeted mailings to parents</li> <li>❖ Handouts for parents of "I'm Going to College" participants</li> <li>❖ Sponsor Workshops and community educational events</li> <li>❖ Sponsor College Fair Days</li> <li>❖ Sponsor SOAR</li> </ul>	September 2007	Foundation Staff / Dean of Instruction / CSI Scholarship Coordinator	
3. Develop a marketing plan to create micro-scholarships aimed at Dual Credit students: <ul style="list-style-type: none"> <li>❖ Review current endowments to ascertain if they can be used for dual credit students</li> <li>❖ Review possible targeting of current unrestricted endowment earnings to cover dual credit scholarships.</li> <li>❖ Encourage new donors to establish endowments to support dual credit students</li> </ul>	September 2007	Foundation Staff / CSI Fnd Finance Committee	

<b>Resources Needed</b>
➤ Budget for mailings, handouts, meeting supplies, etc.

<b>Additional Considerations/Challenges</b>

<b>Team Members</b>

# CSIF Strategic Plan 2007 - 2012

## ACTION PLAN

### THEME 3: OUTCOMES

<b>Goal 3:</b>	By June 30, 2012, 33% of CSI Students will be Foundation Scholars.
<b>Objective 3:</b>	Leverage Technology whenever possible

Implementation Steps	When	Who	Status
1. Meet with CSI Information Technology staff to determine best and most current ways to reach middle school, high school, and current college students virtually	September 2007	Foundation Staff/ Scholarship Staff / Dean of Instruction / CSI Information Technology Staff	
2. Leverage technology to reach target markets <ul style="list-style-type: none"> <li>❖ Website</li> <li>❖ E-Mail</li> <li>❖ High School / Middle school home pages</li> <li>❖ Electronic reader boards</li> <li>❖ Webinars</li> </ul>	September 2007	Foundation Staff/ Scholarship Staff / Dean of Instruction / CSI Information Technology Staff	

**Resources Needed**

**Additional Considerations/Challenges**

**Team Members**

# Appendix

## Board Committee Implementation Meetings

CSIF Board Committees will be asked to oversee implementation of the Strategic Plan by monitoring progress on the Action Plans. In preparation, the Board Committees will be asked to complete the following:

- 1) Prior to the Board Reorganization Meeting:
  - a. Review assigned Action Plans,
  - b. Verify timelines or change if deemed necessary, and
  - c. Adopt the Action Plans as guiding documents.
  
- 2) At the Board Reorganization Meeting (June 2007):
  - a. Introduce the Strategic Plan and assigned Action Plans to Board members new to respective committees, and
  - b. Determine schedule for meeting to discuss Action Plan progress.

## Measures to Assess the Impact of Board Objectives

In order to evaluate the impact of various plan objectives on the Goals they are designed to support, the following system will be used:

### Goals 1A, 1B, and 2B

Upon donation "intake," donors will be asked these questions (over the phone or mailed survey, TBD):

CHECK ALL THAT APPLY

1) How did you become aware of CSIF donation opportunities?

- CSIF Brochure
- CSIF Email
- CSIF Annual Report/Calendar
- Information from Past President
- Information from Board Member
- Literature at my place of employment
- Donated in the past
- Contacted by CSIF staff
- Alumni Association Event
- Other On-Campus Event: \_\_\_\_\_
- Off-Campus Event: \_\_\_\_\_
- Other: \_\_\_\_\_

(A follow-up question regarding where or when the information was received may further refine measurement abilities. Also, additional marketing materials/strategies may be added once marketing plan is implemented.)

2) What compelled you to donate to CSIF?

- Support of our community
- Compelling need for donations
- Desirable donation opportunities (e.g., pavers, Annual Report sponsorship)
- Asked by Past President
- Asked by Board Member
- CSI helped my company migrate to the area and trained potential employees for our company
- Attended tour of CSI

Goals 2A

See Performance Measurement Plan. The survey developed will take into account the various efforts implemented via Objectives in support of this Goal.

Goal 3

Upon submitting applications for awards, potential scholars will be asked the following:

CHECK ALL THAT APPLY

How did you become aware of CSIF awards?

- CSI Presentation at my school
- CSIF Brochure from school
- CSIF Brochure received in the mail
- CSIF Email
- CSI Recruiters/Advisors
- CSI Website
- Advertisement on High School Website
- Information from School Counselor
- Parents told you (Specify, if know, how they found out: \_\_\_\_\_)
- Community Event: \_\_\_\_\_
- \_\_\_\_\_

(Additional marketing materials/strategies may be added once marketing plan is implemented.)

**Standard 8**

No exhibits

**Standard 9**

<http://hr.csi.edu/facultyHandbook/>

<http://hr.csi.edu/handbook/tofcmanual.htm>

## **Part C – CSI/CWI Accreditation Agreements and Oversight**

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### **Introduction**

C.0.1 - NWCCU letter of 9-11-08 to President Beck



8060 165th Avenue N.E., Suite 100  
 Redmond, WA 98052-3981  
 425 558 4224  
 Fax: 425 376 0596  
 www.nwccu.org

September 11, 2008

Dr. Gerald L. Beck  
 President  
 College of Southern Idaho  
 315 Falls Avenue  
 P.O. Box 1238  
 Twin Falls, ID 83303

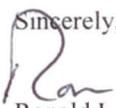
Dear President Beck: 

This is in regard to correspondence received in this office on August 22, 2008, seeking approval for the College of Southern Idaho (CSI) to provide *accreditation oversight* for the College of Western Idaho (CWI). In seeking this approval, the Commission reminds CSI of its responsibility for the integrity of the CWI academic programs, its library and other informational services, its general administrative infrastructure, its fiscal affairs, and other accreditation policies and procedures regarding CWI's pursuit of regional accreditation during the institution's pre-candidacy period. The Commission also reminds CSI that the proposed contractual relationship with CWI is non-binding and voluntary and may be terminated at any time by either institution.

The Commission has reviewed and approved your proposal for CSI to provide accreditation oversight during CWI's pursuit of candidacy with the Northwest Commission on Colleges and Universities as a *minor change* under Policy A-2, *Substantive Change* and Policy A-6, *Contractual Relationships With Organizations Not Regionally Accredited*.

In approving CSI's request to provide accreditation oversight for CWI, the Commission requested that CSI expand its regular interim evaluation scheduled for spring 2010 to address the efficacy of the oversight partnership. Key items to be addressed in the focused interim report include: 1) fiscal and administrative resources to support this partnership; 2) integrity of CWI's academic infrastructure; 3) adequacy of CWI's services to students; 4) quality of CWI's academic programming offsite in the college's service district including Ada and Canyon counties; 5) accuracy in disclosing the relationship between CWI and CSI in documents such as student transcripts, catalogues, and announcements; 6) the quality of student advising at CWI; 7) adequacy of administrative services; 8) adequacy of academic and administrative assessment procedures; 9) overall quality of communication between CWI and CSI; and 10) grievance procedures for CWI administrators, faculty, staff, and students.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at the College of Southern Idaho. If you have questions, please do not hesitate to contact me.

Sincerely,  
  
 Ronald L. Baker  
 Executive Vice President

RLB:mrf

cc: Mr. Jeff Fox, Executive Vice President and Chief Academic Officer  
 Dr. Sandra E. Elman, Northwest Commission on Colleges and Universities

**Part C - Introduction cont.**

C.0.2 - CSI/CWI Accreditation Agreement

**ACCREDITATION AGREEMENT BETWEEN  
THE COLLEGE OF WESTERN IDAHO  
AND  
THE COLLEGE OF SOUTHERN IDAHO**

THIS AGREEMENT is entered into between the College of Western Idaho (CWI) and the College of Southern Idaho (CSI), effective on the date of the last signature below.

WHEREAS, in the formation of new community colleges, it is common for an established and accredited community college to partner with the new community college and provide services and assistance in meeting the standards for accreditation. Such a voluntary arrangement is the most expedient and efficient way for the new community college to provide students the opportunity to receive credit from an accredited institution while the new college is seeking accredited status.

WHEREAS, CWI is a newly-formed community college district governed by a Board of Trustees;

WHEREAS, the CWI Board of Trustees has, by resolution, determined that it is in the best interests of the residents of the community college district to offer accredited classes as soon as reasonably possible;

WHEREAS, CWI has requested and CSI has agreed to act as a partner institution to CWI as CWI proceeds through the accreditation process;

WHEREAS, CWI and CSI desire to cooperate in enabling CWI to provide instructional and administrative services to students and to do so without requiring CSI to subsidize the operation of CWI.

NOW, THEREFORE, CWI and CSI agree as follows:

- I. CWI Obligations. So long as this Agreement is in effect, CWI agrees to do the following:
  - (A.) Adhere to and to comply with all federal and state laws, CSI Board policies germane to the accreditation process, Idaho Division of Professional-Technical Education policies, Northwest Commission on Colleges and Universities (NWCCU) standards, and CSI academic policies and procedures that are applicable to the accreditation process. CSI will monitor CWI's compliance with all laws, standards, policies and procedures made applicable herein.
  - (B.) Comply with all applicable federal and state laws governing employment relationships, including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act. CWI will also comply with the Family Education Rights and Privacy Act.

(C.) Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CWI must be in compliance with the “Uniform Guidelines on Employee Selection Procedures” of 1978. In addition, all faculty hired by CWI must meet the qualifications established by CSI, NWCCU, and, where applicable, the Idaho Division of Professional-Technical Education, which will review the qualifications of germane faculty on a periodic basis. CSI will monitor CWI’s hiring processes and supervision practices. CSI will not provide and will not bill CWI for any workers compensation coverage.

(D.) Be solely responsible for processing grievances filed by its students, administrators, faculty and staff for handling discrimination and affirmative action complaints, and for addressing violations of any of the laws. CSI will review all CWI policies and procedures associated with grievances, discrimination, and affirmative action employment laws for compliance. CWI agrees to hold CSI harmless for any violations or resulting complaints or claims relative to this section. CSI assumes no liability for these actions and any services provided by CSI at CWI’s request relative to these actions are not covered in the agreement.

(E.) CSI will review for compliance with applicable accreditation laws, regulations, standards, policies and procedures all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CWI, for example, but not limited to, credit instruction, advanced placement, and students enrolling with multiple colleges. Contracts to provide non-credit training services to business and industry are exempted from this provision.

(F.) Disclose any existing written or verbal agreements relating to accreditation between CWI and any other college/university, state agencies, or other entities.

(G.) Reimburse CSI for any services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the CSI Business Office with appropriate documentation to justify billings for all additional services.

- II. CSI Obligations. Upon execution of this Agreement by the Parties, CSI shall submit to NWCCU, a “Substantial Change Application.” Additionally, so long as this Agreement is in effect, CSI agrees to provide the following comprehensive community college services to CWI in compliance with appropriate CSI Board policies and NWCCU accreditation standards:

A. ACADEMIC SERVICES:

- (1.) Process and approve all CWI curricular changes and new instructional programs following CSI procedures;

- (2.) Review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;
- (3.) Review hiring and evaluative procedures to assure compliance with applicable CSI procedure;
- (4.) Provide access to and approval to use course content guides, the approved textbook and materials lists and other up-to-date curriculum information;
- (5.) Review CWI's instructional approval and evaluation procedures according to NWCCU standards and Idaho Division of Professional-Technical Education policies and procedures;
- (6.) Provide opportunities for CWI, upon mutual agreement, to confer with CSI faculty and administrators for the purpose of providing technical assistance;
- (7.) Provide opportunities for CWI staff to participate in CSI division meetings, attend Curriculum Committee meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

B. ENROLLMENT SERVICES:

- (1.) Provide class schedule entry support;
- (2.) Maintain academic records for all CWI students attempting credit classes including but not limited to the provision of transcript, transfer articulation and related services;
- (3.) Provide financial aid services to CWI as described the Financial Aid Addendum B to this agreement;

C. INSTITUTIONAL RESEARCH:

- (1.) Provide institutional and enrollment data for CWI to generate state of Idaho and IPEDS data to prepare reports that CWI will submit.

D. LIBRARIES:

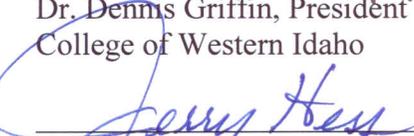
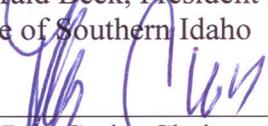
- (1.) Provide library support services as specified in the Library Services Addendum A.

E. FINANCIAL SERVICES:

- (1.) Be responsible for billing CWI for services identified in paragraph VI and for all other additional services in a timely manner;
- (2.) Provide appropriate documentation to justify billings for all additional services.

- (3.) CWI will furnish CSI with monthly fiscal reports.
- III. In return for services rendered under section II of this agreement, CWI will pay CSI an overhead charge of ten (10) percent based on CSI's actual costs for administering this Agreement to be billed quarterly.
- IV. Payments identified in Paragraphs I (G.) and III will be made quarterly. Total payments to be made under this agreement as identified in the Budget Addendum will be estimated in advance each year, with adjustments, if any, to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided to CWI no later than August 30.
- V. Attached hereto, and incorporated herein by reference, is the "Budget Addendum" identified in the previous paragraph, which shall be developed annually by negotiations between CWI and CSI and anticipated services and costs to be provided pursuant to this agreement. Any changes in the Budget Addendum will be agreed upon by both parties by December 16 prior to the July 1 effective date. In the event the parties are unable to agree to a mutually acceptable Budget Addendum in any year, either party may give notice of termination as provided in Paragraph VIII. A. herein. The Budget Addendum will be validated annually by submitting a budget for approval. Appropriate signatures on the Budget Addendum will be required for validation.
- VI. The CSI President or his designee will have overall responsibility for administering this Agreement and designating other staff, as needed, to carry out this agreement.
- VII. Except as provided in Paragraph I. D. herein, the parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's direct or indirect act or omission with respect to the obligations herein.
- VIII. Term and Termination. This Agreement shall commence on the date of the last signature below, and shall continue thereafter annually on the parties' fiscal calendar (July 1 through June 30) unless and until terminated in one of the following ways:
- A. Either party may terminate this Agreement effective at the end of the current fiscal year (June 30) by delivering to the other party written notice of termination at least one hundred eighty (180) days prior to the expiration of the current fiscal year. During the one hundred and eighty (180) day notice period, the Agreement that is in effect for the ending fiscal year will remain in full force and effect.
- B. If either party materially breaches this Agreement, the other may terminate the Agreement by delivering to the non-breaching party written notice of termination at least ninety (90) days prior to the effectiveness thereof. This right is not exclusive, but is in addition to any other legal or equitable remedies now or later allowed by law.

- C. By mutual agreement with mutually agreeable timelines.
- IX. The parties have entered into addenda in conjunction with this Agreement, which are specifically identified herein and are attached hereto and incorporated by reference. The parties may agree on additional addenda provided they are reduced to writing and fully executed by both parties.
- X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.
- XI. In the event of a dispute concerning this Agreement, the Presidents of CWI and CSI will meet and seek resolution. If resolution cannot be determined then the colleges will jointly employ an independent mediator to assist in determining an appropriate resolution to the issues.
- XII. This Agreement may be executed in two or more counterparts, and signature pages may be transmitted and received by facsimile. All such counterparts taken together shall be considered as one and the same Agreement and all such facsimile signatures shall be valid and shall constitute due and proper execution of this Agreement.

 _____	<u>7/1/08</u>
Dr. Dennis Griffin, President College of Western Idaho	Date
 _____	<u>7-1-08</u>
Mr. Jerry Hess, Chairman CWI Board of Trustees	Date
 _____	<u>6-24-08</u>
Dr. Gerald Beck, President College of Southern Idaho	Date
 _____	<u>6-26-08</u>
Mr. LeRoy Craig, Chairman CSI Board of Trustees	Date

## LIBRARY SERVICES ADDENDUM A

### AGREEMENT BETWEEN COLLEGE OF WESTERN IDAHO AND COLLEGE OF SOUTHERN IDAHO

As an Addendum to the Agreement between College of Western Idaho and College of Southern Idaho and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), the College of Southern Idaho (CSI) and College of Western Idaho (CWI) agree to provide the following:

#### **College of Southern Idaho will:**

1. Provide access to the CSI library catalog and online resources and services via the Internet;
2. Loan CSI's print and media collection in a timely manner for the loan periods as stated in the CSI Library's policies and procedures with time allowed for shipping;
3. Provide full library services to students and staff of CWI who come to the CSI Library.

#### **College of Western Idaho will:**

1. Comply with all CSI Library policies and procedures.
2. Designate a space and a contact person to receive and distribute loaned library materials.
3. Provide all necessary hardware and software applications needed to access the Internet.
4. Pay for costs associated with interlibrary loans for all materials and pay for replacement costs for lost materials.
5. Reimburse CSI Library for charges resulting from the addition of CWI students, faculty, and staff to the CSI Library usage base (e.g. increases in license and service agreement fees due to the change in FTE and/or addition of branch campus).
6. Initiate a planning process to provide access to appropriate library and information resources and services for all CWI students, faculty and staff by acquiring appropriate facilities, technologies, personnel, and print and digital collections by the end of this agreement (or develop an alternative plan that meets NWCCU accreditation standards). On an interim basis, until a permanent facility will be available, subscribe to online resource databases, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Association on Colleges and Universities accreditation standards.

## BUDGET ADDENDUM

The philosophy behind charging the College of Western Idaho (CWI) for College of Southern Idaho (CSI) time and materials spent assisting CWI in becoming an accredited two year community college is that the taxpayers of Twin Falls and Jerome County should not subsidize operations outside of the College of Southern Idaho Community College District. Given that CSI receives substantial funding from the State of Idaho and that the legislature provides financial support for all community colleges, it is not the intent of this agreement that CSI should significantly profit from providing services to CWI.

Charges for CWI will be based upon actual time spent by CSI staff working on CWI projects. The CSI employee's specific hourly rate plus benefits with an administrative fee of 10% will be billed to CWI on a quarterly basis. CSI employees will keep timesheets with dates, hours worked and a general description of the task performed. In the event of contracted services by third party hired by CSI will be billed at the actual rate plus the 10% overhead charge. Any other material, supplies, equipment or software will be billed at the actual cost plus the 10% overhead charge.

There will be no offsets of any kind between CSI and CWI. In the event CWI provides services to CSI, the actual cost plus a 10% overhead charge will be billed to CSI on a quarterly basis. Documentation requirements will be the same for both institutions.

In the event of questionable charges or dispute, the issue will be immediately brought to the attention of the Vice Presidents of Administration at CWI and CSI for resolution. It is not the intent of this agreement that these issues be addressed at any other level.

Charges will begin effective the date Accreditation Agreement Between the College of Western Idaho and College of Southern Idaho is signed and executed.

## FINANCIAL AID SERVICES ADDENDUM B

### AGREEMENT BETWEEN COLLEGE OF WESTERN IDAHO AND COLLEGE OF SOUTHERN IDAHO

As identified in Paragraph II B. (3.), The College of Southern Idaho (CSI) will provide assistance, support, and oversight to the College of Western Idaho (CWI) until such point that CWI has become fully accredited and is eligible to receive federal financial aid. CSI will facilitate this partnership by adding CWI locations and programs per U.S. Department of Education regulations (Federal Student Aid Handbook - Volume 2, Chapter 5) according to a mutually agreed upon implementation. CWI will assist CSI in all ways necessary and required by the U.S. Department of Education (Federal Student Aid Handbook – Volume 2) for maintaining eligibility for Title IV aid programs including monitoring academic program eligibility, collecting/disseminating appropriate consumer information, and maintaining appropriate financial and administrative capability standards.

**Accordingly, and in order to ensure an appropriate level of administrative capability, (Federal Student Aid Handbook – Volume 2, Chapter 10) CSI will:**

#### *Systems & Reporting*

1. Maintain required technology (servers, software, databases, etc.) to allow collaborative use of financial aid software.
2. Provide access and coordinate joint use of financial aid software/ databases between CSI and CWI financial aid staff.
3. In collaboration with CWI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Coordinate all federal reporting transmissions/receipts to/from the U.S. Department of Education including origination and disbursement records for all federal aid programs.
5. Submit required reports to include CWI financial aid data including annual FISAP, FISCOP, and single audit reports and any required changes to CSI's PPA or ECAR; provide copies to CWI.
6. Approve consortium agreements with other educational institutions.

#### *Awarding & Packaging*

1. Provide CWI with copies of all appropriate financial aid policies, procedures, and related documentation, including any updates/changes.
2. Provide direction and work collaboratively with CWI financial aid staff to award, package, and distribute financial aid.
3. Review CWI's process of awarding and disbursement of federal, State of Idaho, institutional, and other financial aid funds to assure compliance with all applicable federal regulations.

### ***Program Management***

1. Make its campus based award programs (federal SEOG and Work-Study) available to CWI students.
2. Bill CWI for the 25% federal matching share for all campus based funds disbursed to CWI students.
3. Approve all CWI federal Work-Study contracts.
4. Process payroll for CWI work-study students.
5. Coordinate the delivery of federal Stafford Loan funds to CWI students.
6. Draw down state and federal financial aid funds and post them to CWI accounts in a timely manner.
7. Work collaboratively with CWI to reconcile financial aid accounts.

### ***Return of Title IV Funds***

1. Assist with calculations and processing of refunds/repayments for students who withdraw or stop attending CWI.
2. Bill CWI for Title IV refunds at the conclusion of student(s) opportunity to provide documentation demonstrating their participation beyond the 60% point of the semester, usually 45 days after the student has been notified of the return of Title IV funds requirement.
3. Bill CWI for direct expenses incurred by CSI on behalf of CWI.

**In partnership with CSI and in order to ensure compliance with federal aid rules and regulations, CWI will:**

### ***Systems & Reporting***

1. Provide the necessary facilities, as well as hardware and network/Internet connection necessary for CWI employees and students (as applicable) to access and use the shared financial aid system(s).
2. Collaboratively use the shared financial aid database under CSI's general direction and oversight.
3. In collaboration with CSI financial aid staff, identify those students in the shared database who should be coded as CWI students; code these students in the CSI databases.
4. Provide CSI staff access to systems/information necessary for documenting student aid eligibility that is stored exclusively in a CWI system.
5. Be responsible for data conversion to assure that data is compatible with CSI's data systems.
6. Assist CSI in federal reporting by providing all necessary data and assuming related costs.
7. Assume responsibility for providing state federal and state reporting data.

### ***Awarding & Packaging***

1. Develop and disseminate financial aid information and forms to students.
2. Assist students in completing financial aid forms.
3. Provide financial aid advising/counseling to CWI students.
4. Establish and maintain all official financial aid records for CWI students.
5. Process all financial aid applications and related forms.
6. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
7. Ensure accuracy of all data used to determine student eligibility for aid.
8. Award, package, and disburse all federal Title IV financial aid in accordance with applicable laws and regulations, as well as CSI operating policies and procedures consistent with CSI's financial aid office.
9. Award institutional and State of Idaho authorized scholarship funds as well as any outside scholarship funds according to CSI guidelines and State Board of Education regulations.
10. Ensure that appropriate documentation is kept and the CSI coordinating official has been appropriately notified of any required adjustments to need-based aid.

### ***Program Management***

1. Attend CSI Financial Aid training sessions as needed.
2. Confer regularly with CSI financial aid, records, and business office staff, and work collaboratively with them on all aspects of financial aid.
3. Review and ensure accuracy of CWI work-study time sheets.
4. Monitor satisfactory academic progress for all CWI financial aid students.
5. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.
6. Actively participate in default management activities for CWI students.

### ***Return of Title IV Funds***

1. Return all financial aid funds (aid canceled, student withdrawal, aid revisions, etc.) according to CSI policies and federal cash management regulations.
2. Perform federal refund/repayment calculations and all necessary procedures established by CSI for CWI students.
3. Process billing invoices for financial aid repayments for students who withdraw or stop attending CWI.

**NOTICE OF INTENT PROCESS  
FOR THE PROFESSIONAL-TECHNICAL PROGRAMS  
CURRENTLY TAUGHT  
AT BOISE STATE UNIVERSITY AND THE COLLEGE OF SOUTHERN IDAHO**

1. Professional-technical programs currently taught at Boise State University and the College of Southern Idaho which have been identified as like programs by the State PTE staff will be offered by the College of Western Idaho using curriculum that has been reviewed for common outcomes by the program faculty at the College of Southern Idaho. *(There will be some areas where the faculties from Boise State University and the College of Southern Idaho may need to meet to discuss and agree on specific objectives for the program and courses. An example would be the area of automotive mechanics; the College of Southern Idaho's program is associated with General Motors while Boise State University program is generic.)*
2. Professional technical programs that are currently offered at Boise State University and are not offered at the College of Southern Idaho will utilize the current Boise State University curriculum. The curriculum will be submitted to the College of Southern Idaho Curriculum Committee for approval. *(The College of Southern Idaho Curriculum Committee Chairr will need to meet with Boise State University faculty representatives to explain and assist them in meeting the requirements for program approval through the curriculum committee process at the College of Southern Idaho.)*
3. Any new programs that are not currently offered at the College of Southern Idaho or at Boise State University will need to go through the College of Southern Idaho Curriculum Committee and then the State Board of Education's new program notice of intent process.

The College of Western Idaho will evaluate the following criteria and provide documentation (on a program-by-program basis) to the State Division of Professional Technical Education. Portions of This documentation may be compiled into a spreadsheet format, which would provide all of the information for each program within one comprehensive document.

1. Identification of the specific facilities to be utilized to include a brief description of the facilities and their location.
2. Anticipated facility costs for rental or renovation that would be funded by the College of Western Idaho's general fund.
3. Projected budget for each program.
4. Number of FTE faculty by instructional program.
5. Number of instructional support staff to include teachers aides, lab assistants, etc. by instructional program.

6. Previous three years enrollment by instructional program.
7. Previous three years program completers by instructional program.
8. Idaho Department of Labor projections for employment opportunities by instructional program, in the State of Idaho, and specifically Ada and Canyon Counties.
9. Projected fiscal year 2010 enrollment by program. *(This projection should be developed by utilizing the data in items five, six, and seven.)*
10. Assurance that program advisory committees have been involved in and are aware of the transitional process.
11. Identify needed non-instructional support staff by position title and the number of FTE by position.
12. Describe the physical location for accommodating support staff.
13. Indicate how programs and staff will be equipped.

Based on the programmatic data identified above and the fiscal year 2009 Boise State University Seland College budget, the College of Western Idaho will be able to develop a fiscal year 2010 budget to be submitted to the State Division of Professional Technical Education for review and funding. This budget should be submitted no later than December 1, 2008.

**Part C - Introduction cont.**

C.0.3 - CWI Candidacy Approval from NWCCU



8060 165th Avenue N.E., Suite 100  
 Redmond, WA 98052-3981  
 425 558 4224  
 Fax: 425 376 0596  
 www.nwccu.org

January 29, 2010

Dr. Bert Glandon  
 President  
 College of Western Idaho  
 6056 Birch Lane, Suite 200  
 Nampa, ID 83687



Dear President ~~Glandon~~ Bert:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to inform you that at its January 11-13, 2010, meeting, the Northwest Commission on Colleges and Universities accepted College of Western Idaho's Application for Consideration for Candidacy. Congratulations.

As a result of this action, the College may now proceed with a comprehensive self-study and at the conclusion of the self-study, host an onsite visit by an evaluation committee for consideration for Candidacy. Please refer to pages 8-20 of the enclosed *Accreditation Handbook* (2003 edition) for information on the self-study process and evaluation committee visit. The self-study should be commensurate with and reflect the current stage of institutional development. Please refer to the Standards and Guide for Self-Study section of the *Accreditation Handbook*, pages 25-97. Although an institution preparing for Candidacy is not expected to have the maturity and stability of an accredited institution, the Standards and Guide for Self-Study do provide directives and a clear basis for the institution to demonstrate how it is organized, staffed, and supported to accomplish its purposes and to demonstrate its potential to achieve accreditation within five years.

As you may know, the Northwest Commission on Colleges and Universities has revised its Standards for Accreditation and its Eligibility Requirements. The revised Standards went into effect January 2010. The Commission staff will work with the College of Western Idaho as the institution prepares for its Candidacy evaluation visit in utilizing the revised Standards and Eligibility Requirements.

Following completion and submission of the self-study, which may not occur earlier than one year or later than three years after the Commission has accepted the institution's Application for Consideration for Candidacy, an onsite evaluation is conducted. Accordingly, the onsite visit for the College of Western Idaho may be conducted no sooner than fall 2011 and no later than fall 2013. At least six months prior to completion of its self-study, the College must secure approval from this office before the visit can be scheduled. The self-study report is to be completed and ready for mailing at least eight weeks prior to the campus visit. Copies of the self-study are to be mailed from the College to the Commission and to each evaluation committee member. The size of the evaluation committee will depend on the institution's enrollment and number of locations where the programs are offered. The current fee for a Candidacy evaluation is \$1,500 per evaluator.

Dr. Bert Glandon  
Page Two  
January 29, 2010

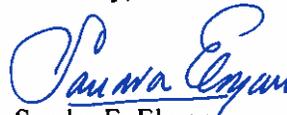
The process of self-study is critically important to the institution's successful progress toward accreditation. It is a matter that should be taken very seriously by the College. It is helpful if the institution views the self-study as an analysis by the board, the faculty, the staff and other stakeholders of the College's resources and effectiveness in fulfilling its mission and goals. In the self-study, faculty, administrators, and the governing board indicate the vision they have for the institution and reflect on their own appraisal of the institution's present accomplishments and potential. The goal of the self-study should be to understand and assess the College's performance in relation to published outcomes and results. Normally, a Commission staff member conducts a preliminary visit to assist the institution in preparation for self-study. I have requested that Dr. Ron Baker, Executive Vice President, conduct the preliminary visit to College of Western Idaho.

The responsibility of the evaluation committee in conducting the Candidacy visit will be to determine whether or not College of Western Idaho has clearly demonstrated that it meets the Commission's Eligibility Requirements. In its action, the Commission determined that the College appeared to meet the Eligibility Requirements for Candidacy based upon its written application. After validating that judgment, additional tasks of the committee will be to determine that the institution: (1) appears adequately organized, staffed and sufficiently supported to offer the educational programs and services as published in the College's catalog in order to meet its purposes; (2) appears to have the potential for meeting enrollment projections, financial projections, and for achieving institutional stability in order to qualify for accreditation within the five-year Candidacy period; and (3) appears to have the potential to meet all accreditation standards and related policies within the five-year period.

Please do not hesitate to contact me or Dr. Baker for assistance as the College proceeds with its initial self-study.

Best wishes for a rewarding year.

Sincerely,



Sandra E. Elman  
President

SEE:rb

Enclosure: Accreditation Handbook (2003 edition)

cc: Dr. Mike Rush, Executive Director, Idaho State Board of Education  
Mr. Guy Hurlbutt, Chairperson

**Fiscal and Administrative Resources**

No exhibits

**Academic Infrastructure**

C.2.1 - BSU/CWI Teach-Out Agreement

***BSU-Selland College of Applied Technology***  
*College of Western Idaho*  
*Teach- Out Agreement*

1. Students enrolled in Boise State-Selland College of Applied Technology who complete the required coursework and are awarded their Boise State University (BSU) technical certificate prior to May 2009 will be accepted to College of Western Idaho-College of Southern Idaho (CWI-CSI) as continuing students with the understanding that they will have completed BSU's approved general education core for that PT program which is defined by a series of Applied Academics courses required by the technical certificate program. In this instance only, students will be able to continue their studies through the ATC award at CWI-CSI without additional academic general education (GE) core course requirements. Students moving into AAS, AS or AA degree programs will be required to take appropriate GE core courses as defined in the CWI-CSI catalog.
2. Students enrolled in Boise State-Selland College of Applied Technology who do **not** complete at least 50% of their technical certificate requirements at BSU prior to May 2009 and all those who wish to transfer to CWI will be accepted to CWI-CSI as continuing students. These students must complete CWI-CSI's approved general education core for certificates and degrees which include general education courses English 101, Communication 101, Math 123 or higher, and human relations courses as defined in CWI-CSI catalog and program requirements.
3. Students who are eligible to enroll in classes at BSU-Selland College of Applied Technology who have completed at least 50% of their certificate requirements at Boise State by May 2009, and who do not want to change their program curriculum can complete their program through Boise State University. In such cases, these students will fall under the conditions of the teach-out agreement and will be awarded appropriate certificates according to Northwest Commission on Colleges and Universities (NWCCU) standards (refer to Policy A-12 and Policy A-13). The terms of this agreement are as follows:
  - a. Students with outstanding Applied Academics courses may fulfill these requirements by completing the required Applied Academic courses taught by CWI faculty at the CWI facility. These courses will remain in the BSU catalog under which the student entered.
  - b. Students with outstanding technical program courses may fulfill these requirements by completing the equivalent CWI-CSI PT program courses.
  - c. Upon completion of all requirements, the student will send an official CWI-CSI transcript to Boise State University, and BSU will award the certificate by waiving the residency requirement.
4. Applied Academics classes will be listed in the CWI course *schedule* with wording indicating the following points:

- a. Applied Academics classes are **only** for students who are actively participating in the BSU teach-out agreement. Such students must have been enrolled in a technical program at Boise State-Selland College of Applied Technology no later than Spring 2009.
  - b. These Applied Academics classes apply only to completion of a BSU TC, PTC and ATC for the transition cohort of students. These courses will not satisfy any general education core requirements for any certificate requirements at CWI-CSI.
  - c. Students completing Applied Academics courses and required PT program classes under the teach-out agreement must notify BSU per point 3.c. to be awarded a certificate.
5. Students enrolling under the teach-out agreement must complete a Boise State Teach-Out Contract and work with a designated Boise State teach-out advisor to ensure they understand the process and requirements outlined in said teach-out agreement.
  6. This teach out agreement will expire May 2011. Students awarded their BSU certificate or degree in the teach-out plan will be then treated as students defined in point #1 above.

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 Provost, Boise State University

---

 Date

---

 Executive Vice-President,  
 College of Western Idaho

---

 Date

---

 Executive Vice-President and  
 Chief Academic Officer,  
 College of Southern Idaho

---

 Date

### **Academic Infrastructure cont.**

C.2.2 - CWI Faculty Handbook

<http://cwidaho.cc/employee-tools/downloads/Faculty%20Handbook.pdf>

### **CWI's Student Services**

C.3.1 - CWI Catalog

[http://www.cwidaho.cc/programs-and-degrees/downloads/2009\\_2010%20Catalog\\_Master.pdf](http://www.cwidaho.cc/programs-and-degrees/downloads/2009_2010%20Catalog_Master.pdf)

### **Off-Site Academic Programming**

C.4.1 – CWI syllabus template



Instructor's name  
 Office: Instructor's office location  
 Instructor's e-mail address  
 Instructor's phone number (optional)

***Department/Program Name***  
***Course Title***  
**Course Alpha and Number Designation**  
**Semester and Year**

(This is a suggested format and layout. You may modify font and order as desired)

***Course Description***

This section is required. Copy and paste the exact CWI catalog description here. Prerequisites would be included here, as well.

***Course Schedule***

This section is required. At a minimum, this section must include\*

- days of the week that the course meets\*
- start time and end time\*
- room number or location where course meets\*
- session of the course, e.g., "1<sup>st</sup> 4-wk session", or "Regular 15-wk session"

*\*on-line courses will modify this information as appropriate*

***Course Focus***

This section is optional. Feel free to delete it if you wish. You can use this section to motivate your students by highlighting the benefits and features of the course. Why should students be enthused about taking this course? What's in it for them? Consider writing to the student audience, not to other faculty or administrators.

***Course Objectives***

This section is required. List here student learning outcomes for this course. The list should be preceded by the phrase, "Upon completion of this course, the student should be able to:". Each outcome should be measurable and should be connected to the Outcomes Assessment.

***Outcomes Assessment:***

This section is required. List here the means by which you will measure what the students know and how they have achieved the course objectives. Include a statement of tools used to measure success (e.g., exams, portfolios, projects, papers, performances, and so forth).

### ***Textbooks and Required Materials***

This section is required. List here the textbooks, supplies, and/or tools that students are responsible for providing, or refer students to a book and tool list. Include the author, textbook name, edition, publisher, year published, and ISBN number for all texts.

### ***Methods of Delivery***

This section is optional. Feel free to delete it if you wish. You can use this section to inform students of the different ways in which content will be delivered in this course. Possible delivery methods include lecture, demonstration, filmstrips, PowerPoint slideshows, field trips, class discussion, small group discussion, reading assignments, computer-guided tutorials, and guest speakers, to name just a few.

### ***Student Contributions***

This section is required. It must include:

- An academic dishonesty statement (example shown below)
- The hourly expectation per week for outside work. For example, “the average student can expect to spend approximately X<sup>1</sup> hours per week preparing for class.”

This section may also be used to describe expected behaviors, safety codes, equipment use guidelines, restrictions regarding smoking, drinking or eating in class, late work policy, attendance policy, cell phone use, bringing guests/children to class, procedures for class cancelation, expectations for group work, etc. Faculty may want to reference the CWI Code of Conduct (Student Handbook).

**ACADEMIC DISHONESTY:** All work submitted by a student must represent his/her own ideas, concepts, and current understanding. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action.

### ***Course Evaluation***

This section is required. At a minimum, it must include:

- Grading scale (What defines an A, B, C, etc.?)
- Methods used to evaluate student performance (required assignments, quizzes, group work, participation, presentations, skills tests, etc.)

### ***CWI E-mail and Blackboard Accounts***

This section is required. At a minimum, it must include this statement:

All registered CWI students receive a college email and Bb account. Every course at CWI has a Bb component. It is the student's responsibility to access both accounts regularly to avoid missing important messages and deadlines.

### ***Drop Policy***

This section is required. At a minimum, it must include this statement:

**It is the student's responsibility to drop the course.** Students are responsible for adding and dropping courses. At the end of the first week of class, faculty may perform faculty initiated drop for non-attendance. Beyond the first week, it is the student's responsibility to drop any course he/she does not intend to finish. Students who stop attending a course without filing a drop request will receive a grade of F.

### ***Special Accommodations***

This section is required. It must include the college's standard ADA statement (shown below).

Students with disabilities who believe that they may qualify for accommodations in this class are encouraged to contact the **One Stop Student Services Center** and discuss the possible accommodations with an Enrollment Specialist. If you have a diagnosed Learning Disability, please initiate this contact as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please contact the **One Stop Student Services at 562-3000 or Room 107 – CWI Main Campus.**

### ***Emergency Procedures***

This section is required for stationary program courses. For other courses, it is recommended to include a statement directing students to follow posted instructions for evacuation located in each room.

### ***Suggestions for Success***

This section is optional. Feel free to delete it if you wish.

### ***Miscellaneous***

This section is optional. Feel free to delete it if you wish. You may use this section to address miscellaneous topics such as resources available to students, textbook/syllabus correlation, etc.

### ***Affidavit of Syllabus as Contract***

This section is optional. Feel free to delete it if you wish. You may use this section to obtain a student signature that indicates the student has read and understood the content in the syllabus.

### ***Course Calendar***

This section is recommended. Feel free to delete it if you wish. You may use this section to communicate assignment due dates, scheduling of tests, scheduling of course content, etc. You may also refer students to an addendum that addresses these areas.

***For Online Course Syllabi***

In addition to the above requirements and suggestions, the syllabus might include:

- Proctoring information
  - Add/Drop policy for lack of contact
  - Participation requirements and expectations
  - Guidelines for proper online communication
-

**Disclosure**

No exhibits

**Student Advising**

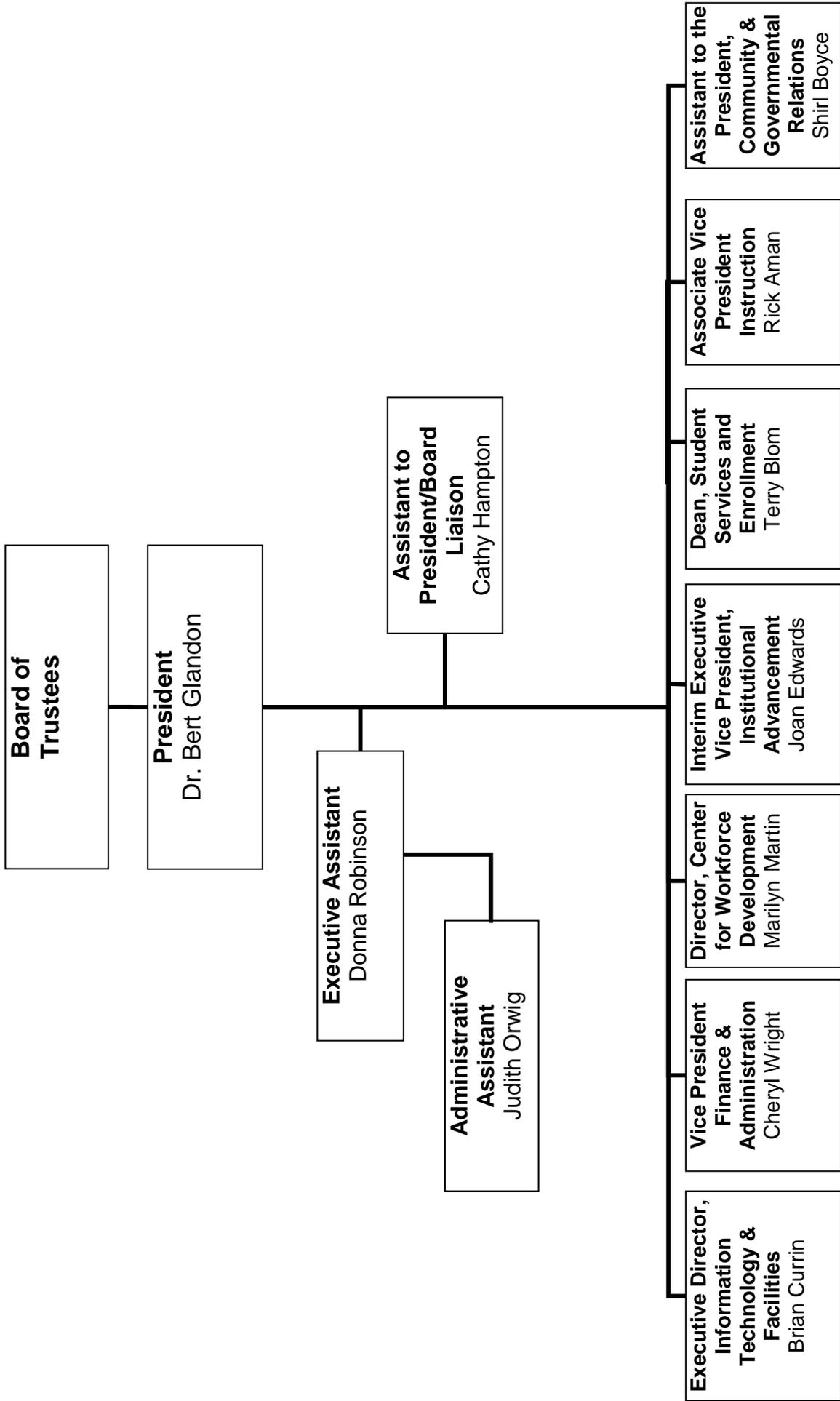
No Exhibits

**Administrative Services**

C.7.1 – CWI Organizational Chart

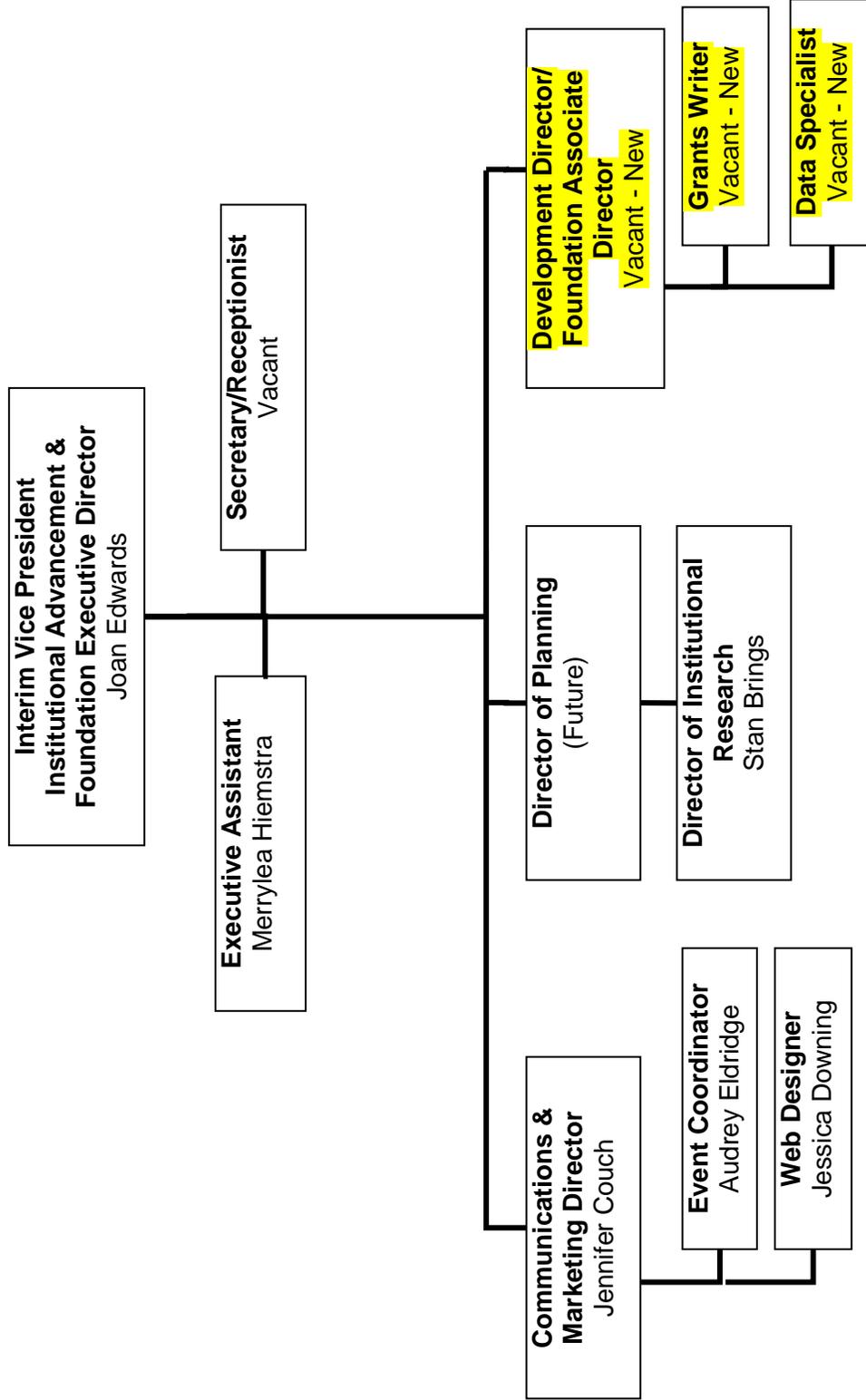
# CWI Executive Office Organizational Chart

December 2009



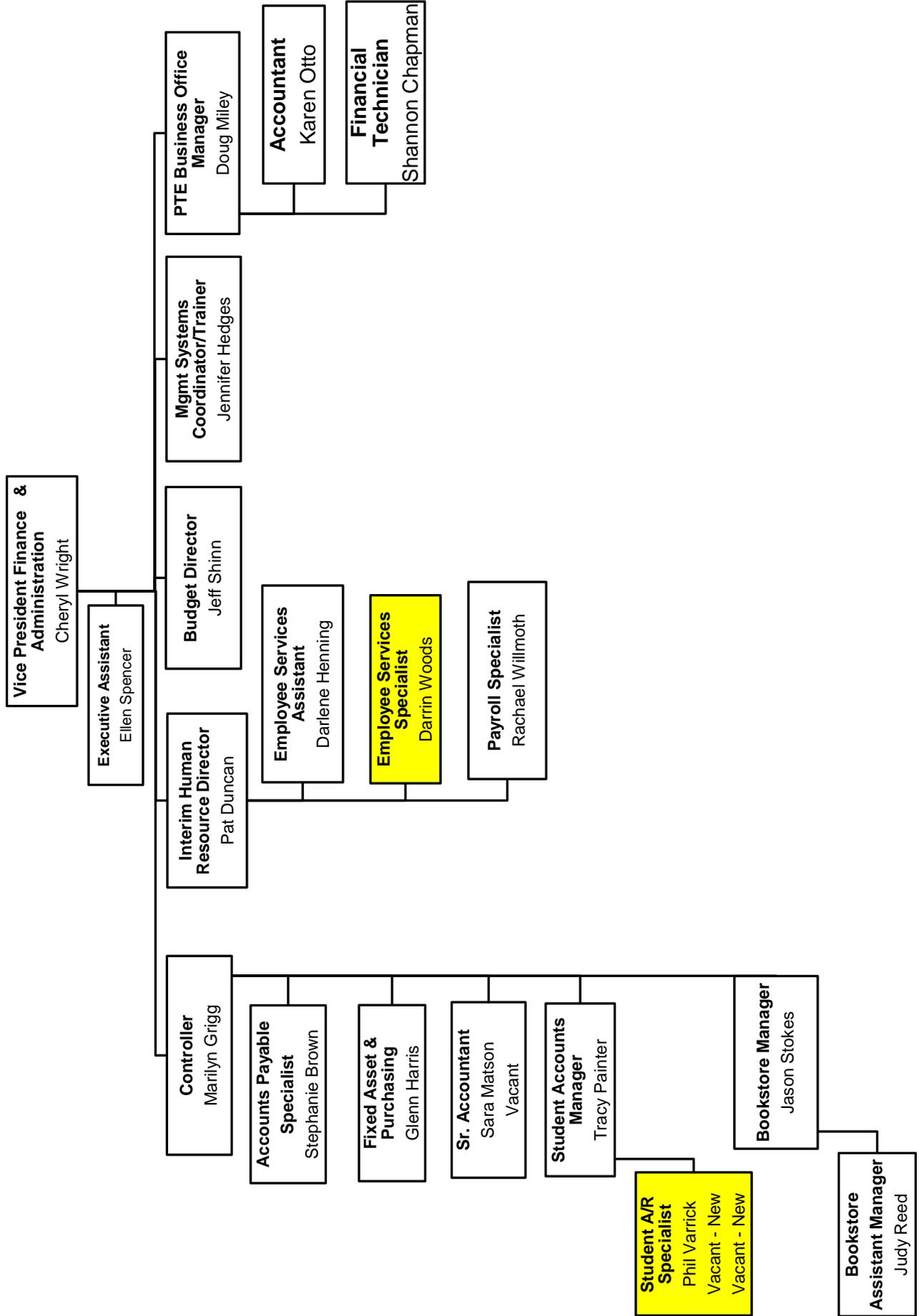
# CWI Institutional Advancement Organizational Chart

December 2009



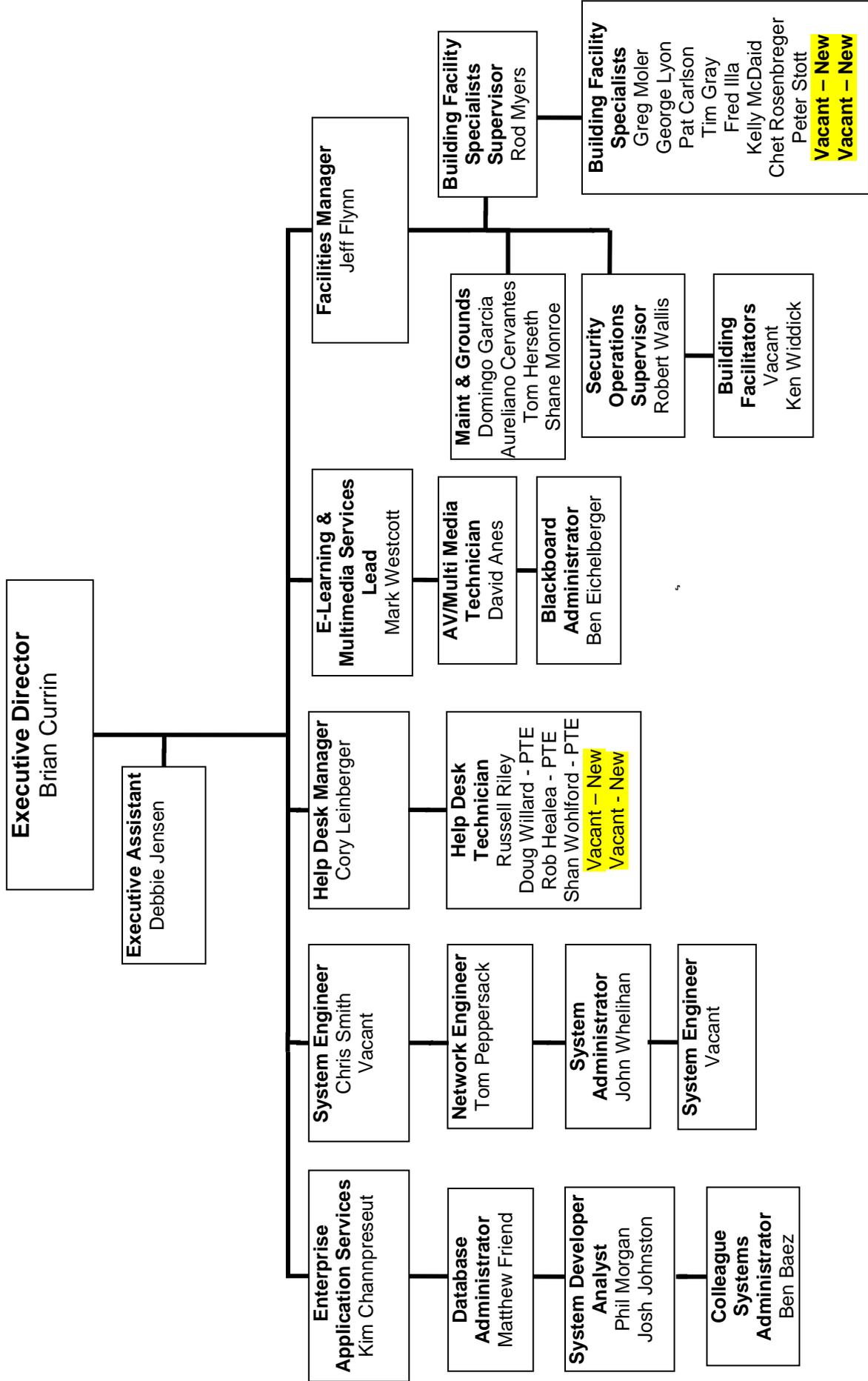
# CWI FINANCE & ADMINISTRATION

November 2009

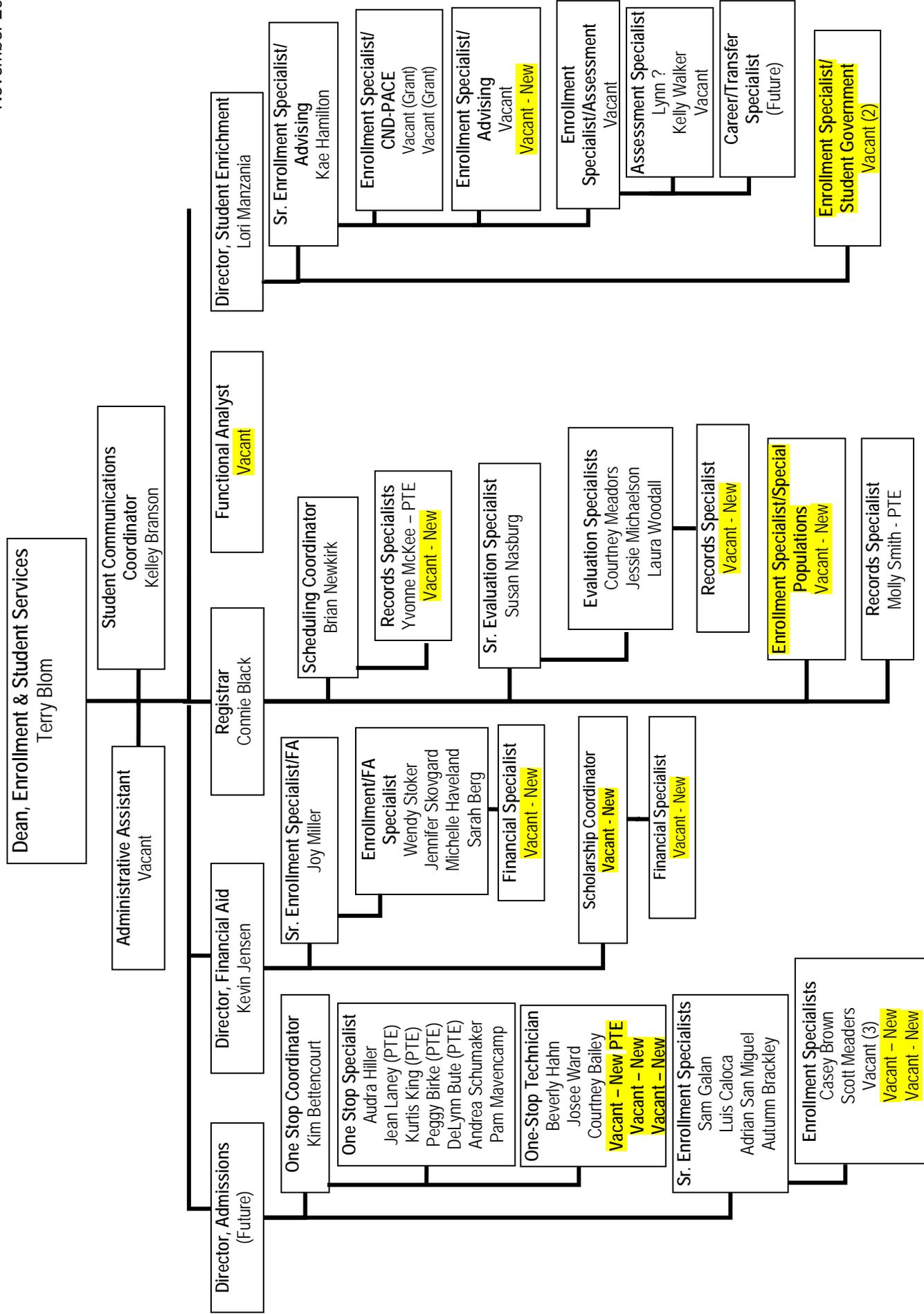


# CWI Information Technologies & Facilities Organizational Chart

November 2009

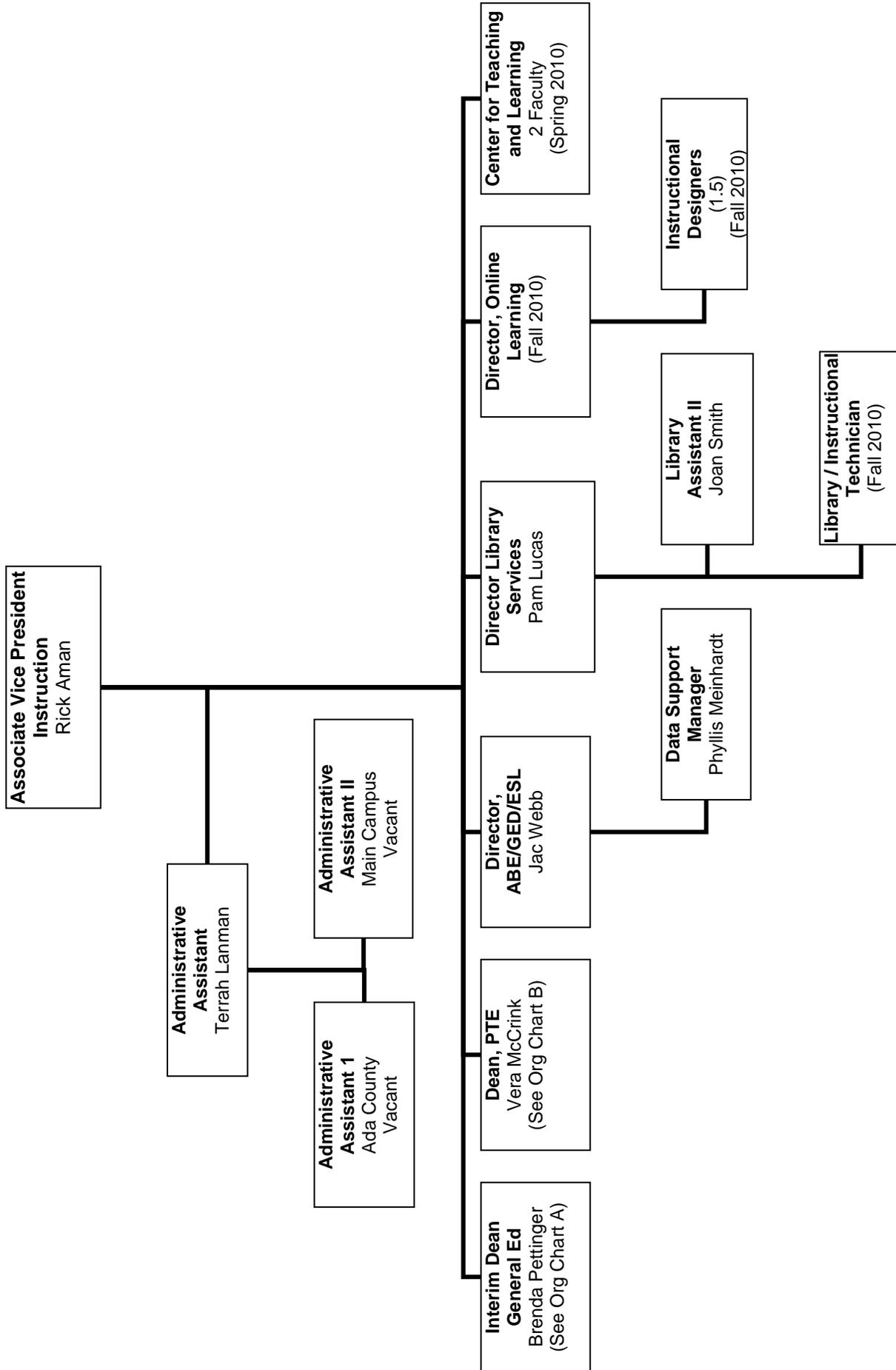


# CWI Enrollment and Student Services Organizational Chart



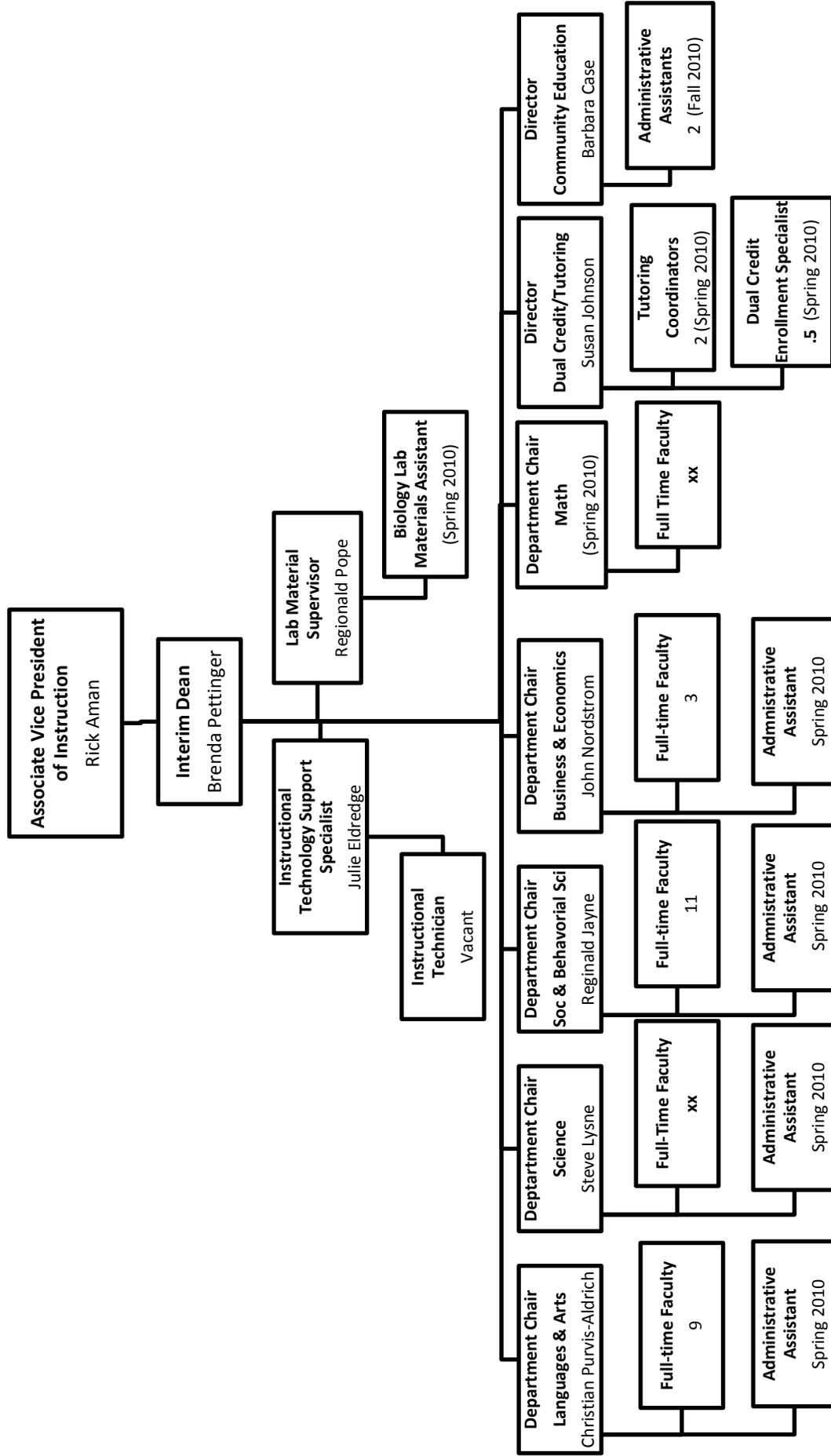
# CWI Instructional Programs Organizational Chart

December 2009



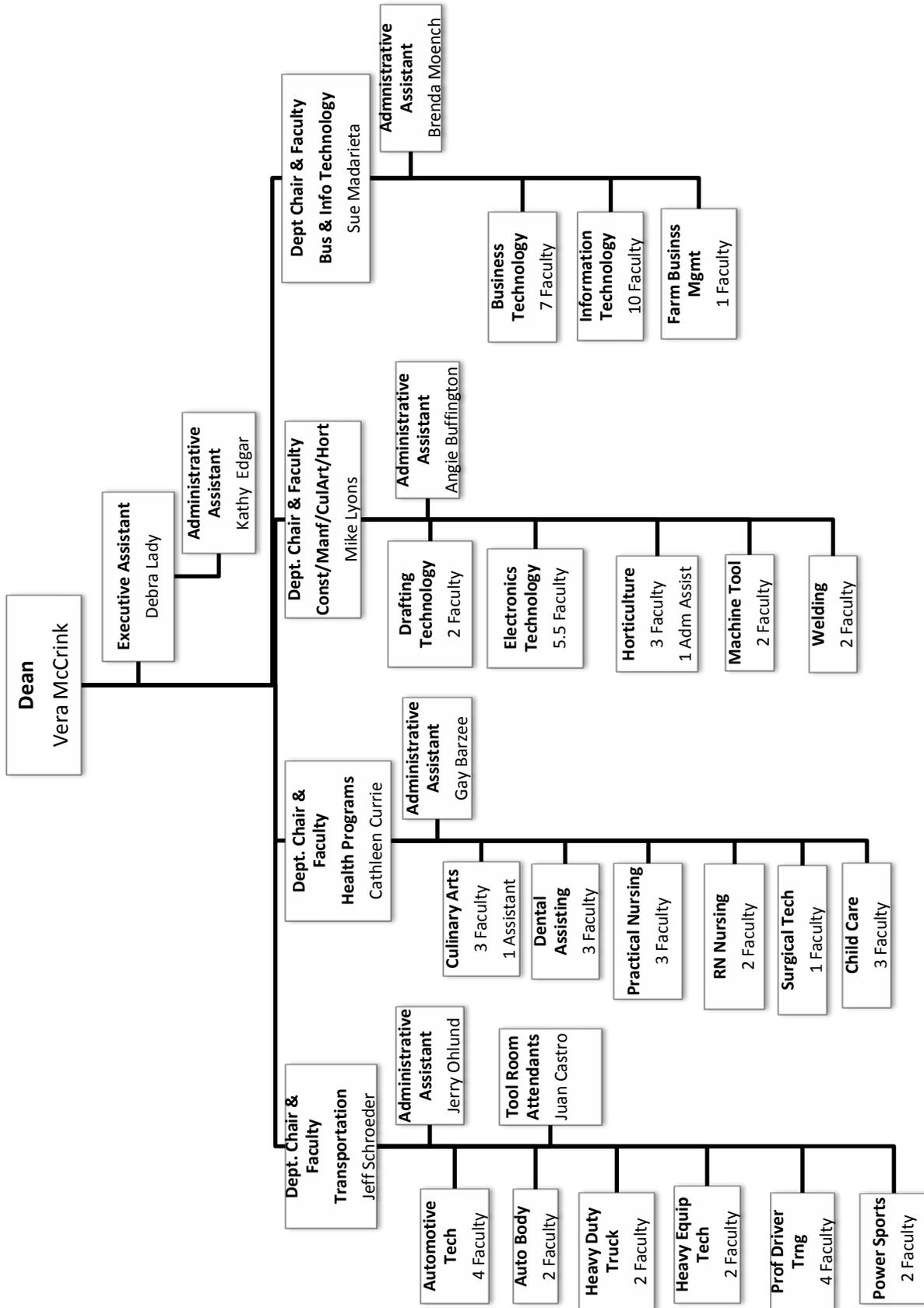
# CWI General Education Program Organization Chart A

December 2009

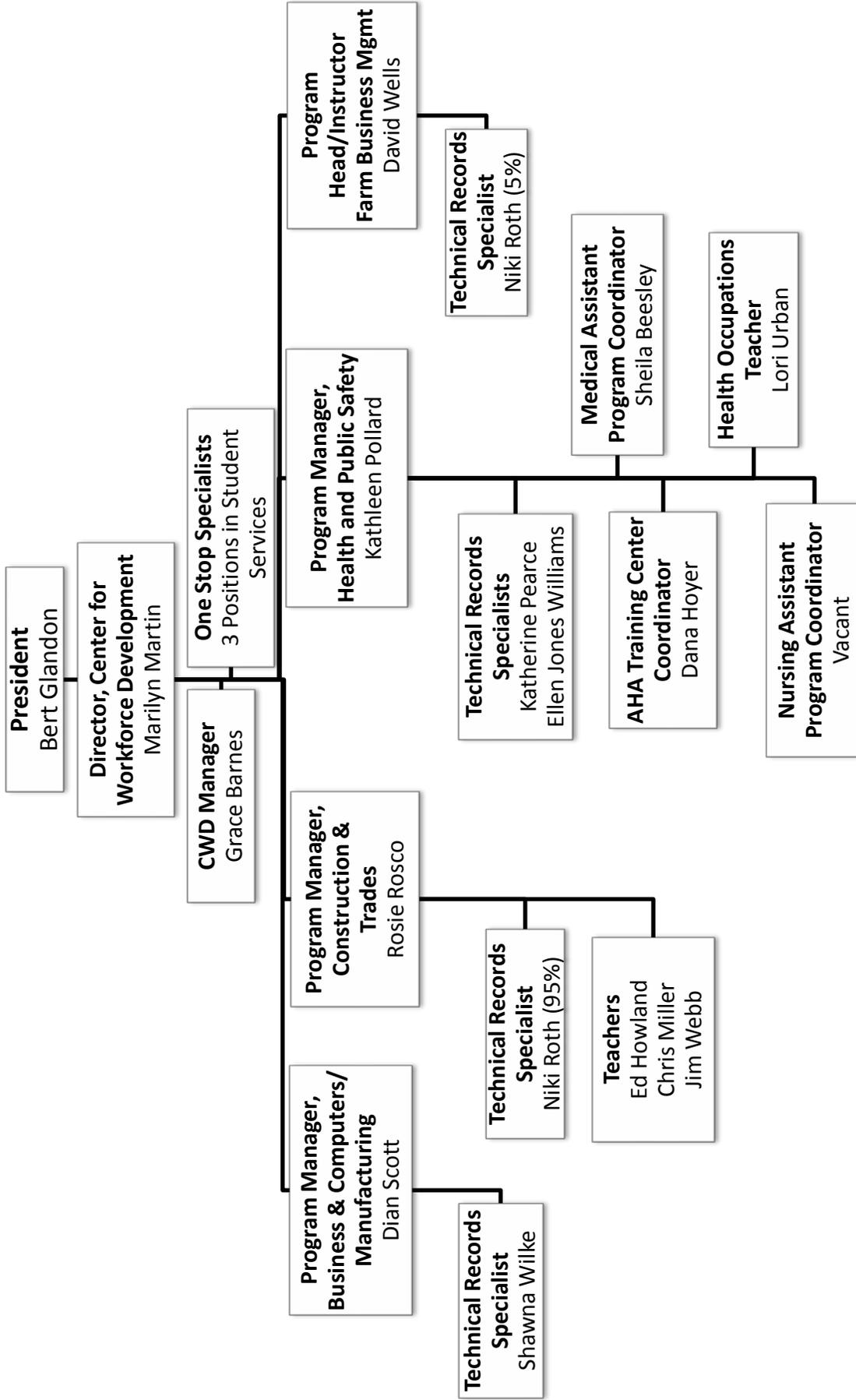


# CWI PTE Organization Chart

## December 2009



**CWI Center for Workforce Development Organizational Chart  
December 2009**



**Academic and Administrative Assessment**  
C.8.1 – CWI Board of Trustees Policies



## **Board of Trustee Policies**

<b>1.01</b>	<b>Board of Trustees Authority .....</b>	<b>2</b>
<b>1.02</b>	<b>Board of Trustee Responsibilities .....</b>	<b>2</b>
<b>1.03</b>	<b>Board of Trustee Meetings .....</b>	<b>3</b>
<b>1.04</b>	<b>Board of Trustee Elections .....</b>	<b>4</b>
<b>1.05</b>	<b>Board of Trustee Policy Development and Approval.....</b>	<b>6</b>
<b>1.06</b>	<b>Board of Trustees Communications with Employees and the Public.....</b>	<b>6</b>
<b>1.07</b>	<b>Board of Trustees Performance Review .....</b>	<b>7</b>
<b>1.08</b>	<b>College President Role and Authority .....</b>	<b>7</b>
<b>1.09</b>	<b>College President’s Evaluation.....</b>	<b>8</b>
<b>1.10</b>	<b>Reimbursement of Trustee Expenses.....</b>	<b>9</b>

### **1.01 BOARD OF TRUSTEES AUTHORITY** *(Board Approval 12/11/08)*

The Board of Trustees is subject to the provisions of the Constitution of the State of Idaho, Idaho Code, certain rules and regulations of the State Board of Education, its own policies and procedures, and the expressed will of the electorate.

The Board of Trustees is given the necessary powers to develop, maintain, and operate a viable community college. Within its purview are the powers to adopt rules and regulations for the governing of the college, employ personnel, manage real and personal property, act as an agent, seek and develop financial resources, accept grants and gifts, invest funds, and subscribe to the rights vested by law.

Board members have authority when acting as a Board of Trustees that is legally in session pursuant to authority previously delegated by the Board.

The Board will not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is in furtherance of specific instructions by the Board of Trustees.

### **1.02 BOARD OF TRUSTEES RESPONSIBILITIES** *(Board Approval 1/1/08)*

In working toward the goals of providing quality education, and meeting the educational needs of the community, the Board, as duly elected representatives of the people, shall, pursuant to Idaho Code, have complete charge and control of all activities and programs of the College of Western Idaho including, but not limited to, its property, personnel and finances.

The responsibilities of the Board include:

1. To determine the broad general policies that will govern the operation of the College.
2. To select and evaluate the College President, who shall be responsible for the general administration and implementation of Board policies and the ongoing operations of the College.
3. To elect from its membership one (1) Chairperson; and one (1) Vice Chairperson; and to elect a Secretary and a Treasurer, who may be members of the Board, or one (1) person to serve as Secretary and Treasurer, who may be a member of the board, as officers of the College Board.
4. To adopt policies for the governance of the College, and to review them periodically.
5. To approve annual budgets, which include setting tuition, fees and establishing the county property tax level of funding.
6. To acquire, hold, and dispose of real and personal property including water rights.
7. To engage in and approve long-range facility planning for campus site utilization and physical plant development, based upon the community's educational needs.
8. To act on recommendations from the College President concerning capital outlays, repairs, and maintenance for buildings, grounds, and equipment.
9. To require and consider reports from the College President concerning the programs and condition of the College.
10. To consider and act on the curricular offerings of the College on the recommendation of the College President.

11. To consider and act on the recommendations by the College President in all matters of policy pertaining to the welfare of the College and the welfare of students.
12. To provide for the establishment of the necessary procedures to assure proper accounting of receipts and disbursements of district funds, and those of student organizations, and other funds under the supervision of the College.
13. To provide for and review the annual audit of all funds of the College, student organizations, and other funds handled under the supervision of the College.
14. To issue general obligation revenue bonds in the manner prescribed by law.
15. To periodically review the College's investment policy.
16. To select legal counsel and other professional and nonprofessional services, to evaluate them periodically, and to prescribe their qualifications.
17. To accept grants or gifts of materials on such terms as may be mutually agreed upon by the College and the grantor.
18. To consider communications and requests from citizens or organizations on matters of policy.
19. To organize and operate upper division classes that lead to a bachelor's degree in liberal arts and sciences, business, and education as established in Idaho Code 33-2107 A-C.
20. To take action on any other issue consistent with Idaho Code and the inherent powers of the Board.

### **1.03 BOARD OF TRUSTEES REGULAR MEETINGS** *(Board Approval 1/1/08)*

All meetings of the Board of Trustees for the College of Western Idaho, except executive sessions, are open to the public. The regular meetings of the Board of Trustees will be held the third Tuesday of each month. The President's Office of the College of Western Idaho will provide notice of all regular meetings of the Board of Trustees in advance of the meeting pursuant to the provisions of Idaho Open Meeting Law, Idaho Code §§ 67-2340 et seq.

#### **Board of Trustees Special Meetings**

The Board of Trustees may hold special board meetings. Special meetings of the Board may be called at any time by the President, or ordered by the Board Chairperson, or upon the request of three members of the board. The President's Office of the College of Western Idaho will provide notice of all special meetings of the Board of Trustees in advance of the meeting pursuant to the provisions of Idaho Open Meeting Law, Idaho Code §§ 67-2340 et seq. If conditions warrant, waivers can be signed by all Board members in lieu of such a notice for an emergency meeting as defined by Idaho Code § 67-2343. No business may be transacted in special meetings other than that specified on the agenda, unless the agenda is amended.

#### **Board of Trustees Executive Sessions**

Executive session of the Board may be held upon a two-thirds (2/3) majority roll call vote for the purpose(s) identified by the Open Meeting Law, Idaho Code § 67-2345. No executive session may be held for the purpose of taking any final action or making any final decision.

#### **Quorum**

Three members of the Board of Trustees will constitute a quorum for the transaction of business. An affirmative vote of the majority of all board members present will be required for the passage of a motion except as otherwise provided by law, Robert's Rules of Order, or except as otherwise provided herein.

### **Order Of Business**

The Board agenda will be established by the President's Office with the direction of the Board's Chairperson. Board members should request items be placed on the agenda through the President's Office.

The general order of business at a regular meeting of the Board of Trustees will include:

1. Convene the Meeting
2. Public Forum
3. Reports
4. Old Business
5. New Business
6. Adjournment

### **Meeting Minutes**

The Board of Trustees shall take written minutes of all its meetings. All minutes shall be available to the public within a reasonable time after the meeting. Minutes shall include at least the following information:

1. All members of the Board of Trustees present;
2. All motions, resolutions, orders and their disposition;
3. The results of all votes.

Minutes of executive sessions shall be limited to a specific reference to the statutory subsection authorizing the executive session and sufficient detail to convey the general subject matter but shall not contain information sufficient to compromise the purpose of going in to executive station.

### **Rules of Order**

All meetings of the Board of Trustees will be conducted in the manner prescribed by Idaho Code. However, should an issue concerning parliamentary procedure arise that is not addressed by Idaho Code, the most current edition of Robert's Rules of Order will be the prevailing authority in all cases to which they are applicable and in which they are not inconsistent with other Board policy.

### **1.04 BOARD OF TRUSTEES ELECTIONS** *(Board Approval 12/11/08)*

Trustee elections are held every two years in even-numbered years on a uniform day of a month to correspond with the general election, in accordance with Idaho Code § 33-2106.

The Board consists of five (5) members elected at large for terms of four years from the community college district. At the first election of the trustees after the creation of the CWI district, five (5) trustees shall be elected: two (2) for terms of two (2) years each, and three for terms of four (4) years. Elections thereafter will be for terms of four (4) years. To be eligible to run for election to the College of Western Idaho Board of Trustees, candidates must be 18 years or older and residents of the College of Western Idaho District. Eligible persons must be candidates for a specific position of the board, and each candidate must declare which position he or she seeks on the Board of Trustees.

Employees of the college cannot serve as a member of the Board.

Terms expire at the first regular meeting of the Board of Trustees following the election of successors.

### **Board Officers**

The organizational meeting shall take place at the first regular meeting of the Board following the election of trustees. During the organizational meeting, the Board will conduct the election of officers. No Board member shall serve as Board Chairperson for more than two years in succession. At any regular or special meeting of the Board, the Board Chairperson, upon a three/fifths (3/5) vote of no confidence, recorded in the minutes of the meeting by individual vote, shall resign his or her position as Chairperson provided that such vote of no confidence is properly included in the agenda of the meeting. Notwithstanding the foregoing, in the event the Chairperson is removed from office following a vote of no confidence, he or she shall retain his or her position as a member of the Board of Trustees.

### Board Chairperson

The duties of the Board Chairperson shall be to:

1. Chair all Board of Trustees meetings.
2. Assist other trustees and the President in preparing agendas for monthly Board of Trustees meetings.
3. Call special meetings as necessary.
4. Communicate on behalf of the Board as the official voice of the Trustees when conditions warrant.
5. Delegate duties, as needed, to other board members.

### Vice Chairperson

The duties of the Vice Chairperson shall be to:

1. Assume the responsibilities of the chair in the absence of the chair.
2. Carryout special assignments as requested by the chair.

### Secretary

The duties of the Secretary shall be to:

1. Verify for accuracy by signature all Board minutes based upon approval of the minutes by the Board.
2. Assist the President in correspondence on behalf of the Board of Trustees with parties external to the college as necessary.

### **Filling Vacant Trustees Positions**

Vacancies on the Board of Trustees shall be filled by appointment by the remaining members. If less than a majority of the Board remains, appointment to fill the vacancies shall be made by the State Board of Education as per Idaho Code § 33-2106. Any person appointed to a vacant position shall serve until the next trustee election, at which time his or her successor shall be elected.

### **1.05 POLICY DEVELOPMENT AND APPROVAL** *(Board Approval 1/1/08)*

The Board of Trustees is responsible for the establishment of policies that govern the conduct of the affairs of the College of Western Idaho. The formulation and adoption of written policy shall constitute the basic method by which the Board shall exercise its leadership in the operation of the college. In developing and approving policies, the Board must exercise critical judgment and must be responsive to the educational needs of the community while preserving an environment of academic freedom for the administration and the staff of the college.

The President shall be responsible for proposing and developing policies, as needed, or as directed by the Board of Trustees. The initiation of a proposed policy or revision of an existing policy is encouraged in order to meet the needs of the community, students and college personnel.

Any member of the community may initiate a recommendation for/or revision to Board policy to the President.

New policies and revisions to existing policies require a first and second reading by the Board. Between the two readings, modifications to policies can occur based upon Board discussions, legal counsel's recommendations, and students, staff and faculty input.

Approval of Board policy requires a majority vote.

### **1.06 BOARD OF TRUSTEES COMMUNICATION WITH EMPLOYEES AND THE PUBLIC** *(Board Approval 1/1/08)*

The Board of Trustees and college administration will seek the advice of interested individuals and groups concerning the college's educational and financial concerns, although the Board alone will be the final policy-making agent.

The President of the College of Western Idaho is the official voice and the agent through whom members of the college community, faculty, staff and students address communication to the Board of Trustees. Official communication to the Board of Trustees that originate with a College of Western Idaho employee should be routed through administrative channels to the President, unless either the President or the Board has directed otherwise or unless some unusual circumstance compels a person or group to exercise the right to make a direct approach to the Board. Absent exceptional circumstances, College of Western Idaho employees should refrain from approaching Board of Trustees directly on matters relating to college policy for the reason that any such direct communication, outside of a Board meeting, may implicate the provisions of the Idaho Open Meetings Law, the Idaho Public Records Law or other applicable code or regulation. If a direct approach is warranted, the person or group making the direct approach shall inform the President of the substance of the communication and any subsequent developments; provided, however, that this disclosure shall be limited to matters of official communication relating to college policy and in no way shall be construed to be implicated by the initiation or during the course of grievance proceedings, including, but not limited to, sexual harassment complaints.

It is the policy of the Board that the faculty and staff use their respective governance structure, as the same may be developed, in bringing matters of interest before the Board. As such, faculty and staff should report their concerns and suggestions to their immediate supervisor or committee representatives and request that they be carried forth through the appropriate communication channels to the Board, if necessary.

### **Board of Trustees Communication with the Public**

The Board of Trustees recognizes the right of the public to receive information concerning all of its actions, policies and details of its educational and business operations. In accordance with this policy, copies of the agenda will be furnished to all interested persons and organizations upon request through the office of the President.

Each regular meeting of the Board of Trustees will include on the agenda a public forum. Individuals wishing to address the Board during the public forum may do so on any subject or item listed on the agenda.

The Chairperson of the Board may limit the amount of time each individual may speak during the public forum. A sign-in sheet will be provided at the beginning of each regular Board meeting for interested citizens who wish to address the Board during the public forum. Individuals wishing to address the Board shall provide his or her name and the agenda topic on which they wish to comment. The decision to allow public participation other than during the public forum is at the sole discretion of the Board Chairperson.

### **1.07 BOARD OF TRUSTEES PERFORMANCE REVIEW** *(Board Approval 12/11/08)*

The Board of Trustees shall conduct a review of its performance annually. The intent of this Board review shall be to strengthen its performance, identify and reach consensus on goals, ensure board members have a clear understanding of their responsibilities, and clarify expectations among board members and the President.

The Chair of the Board is responsible to organize and convene a special meeting of the Board of Trustees for the purpose of the performance review.

### **1.08 COLLEGE PRESIDENT ROLE AND AUTHORITY** *(Board Approval 1/1/08)*

The President is appointed by the Board and shall serve as the chief executive officer of the College. The administration of the College, in all aspects, shall be delegated to the President. The President shall carry out administrative responsibilities and functions in accordance with the policies adopted by the Board, as appropriate. The President shall attend regular, emergency, special meetings and executive sessions of the Board as appropriate. The execution of all decisions made by the Board concerning the internal operation of the college shall be delegated to the President. The President may delegate functions to staff.

## Responsibilities of the President

The President is the College of Western Idaho's representative to the community, the Legislature, the governor's office, the State Board of Education, and to the state institutions of public and higher education.

The President's responsibilities include:

1. Initiate college policy for consideration by the Board with input from students, faculty, staff and the community.
2. Implement College procedures associated with College approved policies.
3. Provide leadership to obtain appropriate accreditation of the College and to maintain accreditation standards.
4. Develop and submit the annual budget to the Board for approval.
5. Provide reports as required and requested by local, state, and federal law.
6. Provide leadership for the development and achievement of short and long-range institutional plans and goals.
7. Foster a climate conducive to academic excellence.
8. Develop a structure of standing and ad hoc committees.
9. Work effectively and respectfully with the elected members of the College of Western Idaho Board of Trustees.
10. Maintain full disclosure to the board and keep the Board continuously informed of progress and conditions of the College.
11. Prepare the agenda, support materials for all Board meetings, and attend Board meetings to provide assistance in its deliberations.
12. Discharge other responsibilities and performing other duties as may be assigned by the trustees or that are required by law.

### **1.09 PRESIDENT'S EVALUATION** *(Board Approval 1/1/08)*

The Board of Trustees shall annually review the President's performance in order to strengthen his or her performance, to enable the President and the Board of Trustees to set mutually agreed-upon goals, and to establish compensation and other terms of employment.

The President's evaluation will include a written management review statement by the President and a written summary of progress on goals established for the previous 12 months. The review will also include suggested goals for the subsequent 12 months. Board members may submit questions to be addressed by the President concerning the condition of the college, progress on strategic goals and projects or identified concerns.

The whole Board of Trustees in executive session with the President present will conduct the annual performance evaluation. After the review in executive session, the chair of the Board of Trustees will provide the President with a written summary of the findings and recommendations.

## **1.10 REIMBURSEMENT OF TRUSTEE EXPENSES** *(Board Approval 6/12/09)*

### **Purpose**

The purpose is to establish uniform procedure for reimbursement of reasonable and prudent expenses incurred by trustees on Community College business.

### **Expenditure Limits**

**Meals:** The College will reimburse expenditure for meals by a trustee as a result of participation in a Board assigned activity based upon actual receipts.

**Use of Automobile:** Mileage for business related travel by automobile may be made at the most current IRS publicized rate for mileage reimbursement. The mileage reimbursement rate for Board travel will be approved on an annual basis. Mileage information for locations both inside and outside of Idaho will be obtained from the CWI Business Office. In addition, reimbursement will be allowed for reasonable and/or actual costs incurred by tolls and parking. Reimbursement for mileage and related expenses may not exceed second class or coach airfare for the same trip, except in extenuating circumstances.

**Lodging:** Actual costs will be reimbursed at no more than the single room rate or the approved conference negotiated rate. Personal items such as in-room movies are not reimbursable.

**Gratuities:** Reimbursement for gratuities shall not exceed 20% for meals. Reasonable bellhops, cab services, etc. will be allowed.

**Spouse/Guest Expenses:** Reimbursement for the cost of conference, convention, travel or other official function expenses for a spouse/guest is not allowed unless the official function requires the spouse's/guest's attendance.

**Business Phone Calls:** Charges for telephone calls are reimbursed if they are incurred in connection with College of Western Idaho business.

**Other:** Actual costs for the purchase of supplies, rental of audio-visual materials, or other similar items will be reimbursed upon presentation of proper approvals and documentation. This process is limited to those items that cannot be handled through the regular purchasing process or items of an emergency nature. Equipment items must be handled through the regular purchasing process.

### **Outstanding Travel**

All outstanding travel must be processed before another request is submitted. The College will consider an advance overdue if the detailed expense report is not submitted on a timely basis. No new travel advances will be issued until prior travel expense reports are filed.

### **Required Approvals**

All completed forms of reimbursement must be approved by the Board Chair. It is the responsibility of the authorized signer to examine the expenditure for propriety, and assure that funds have been budgeted.

**Communication between CSI and CWI**

C.9.1 – CSI/CWI conference call minutes

**College of Western Idaho (CWI)  
College of Southern Idaho (CSI)  
NW Commission on Colleges and Universities (NWCCU)**

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**Meeting****February 15, 2008 – 12 Noon**Attending from NWCCU—Ron Baker, Exec VP

Attending from CWI—Dennis Griffith, President  
Victor Watson, Exec VP for Instruction and Student Services  
Cheryl Wright, VP of Finance and Administration  
Kevin Jensen, Director – Financial Aid  
Brian Currin, Chief Technology Officer  
Shirl Boyce, Jr., Director of Community Relations and Advancement

Attending from CSI—Jerry Beck, President  
Mike Mason, VP of Administration  
Jerry Gee, Interim Exec VP & Chief Academic Officer  
Edit Szanto, VP of Student Services/Planning and Grants Development  
Colin Randolph, Director of Financial Aid  
Doug Maughan, Director--Public Relations

Jerry Beck welcomed everyone and provided a brief overview of how CWI came to be.....

- Approx. four years ago some concerns that Ada County had no local community college
- Several groups began the push for a new (tax based) community college in Boise
- Vote passed
- Five member Board was appointed by State Board of Education
- Governor has set aside \$5 for startup
- First tax revenue will be received by CWI in 2009

Dennis Griffith added that several of the personnel attending the meeting today are former BSU Larry Selland College employees. The BSU President has been a major voice for a community college in the Treasure Valley.

- CWI is planning to begin classes in January 2009
- Contacted CSI to see if they would be interested in partnering (initially) with CWI to work through the accreditation process that can take 3-5 years
- CWI is looking for a longer term partner/sponsor that would allow us access to Financial Aid for students as well as guide us to accreditation.

Jerry Beck ....

- Currently two community colleges in the state of Idaho—CSI and NIC
- It is important that a new community college in the state be successful. Their success (or failure) can and will affect the other two institutions.
- The two existing colleges have been very successful working together and working together with the legislature, etc.
- JFAC views the three community colleges favorably

- Intent of this meeting today is to determine if we want to move forward, draft an agreement.
- If CSI does agree to work with CWI, CSI will do everything in their power to ensure that CWI is ready to offer courses January 2009.
- The DRAFT agreement will go to the State Board of Education with support from NWCCU.

Ron Baker stated that the NWCCU's only concern is with that of the accredited school acting as a sponsor. Whatever is in a contract or agreement must be comprehensive.

- The host institution must stand behind the sponsored school, but CSI cannot lower their standards in any way for a sponsored institution.
- CSI would have the ultimate responsibility for ensuring CWI is meeting accreditation standards.
- If something goes wrong, NWCCU goes back to CSI
- During the process and the time CWI is operating under CSI accreditation, NWCCU is in no way implying that CWI is accredited.
- For a time, graduates of CWI will not be graduates of CWI; they will be graduates of the accredited sponsor institution.
- All of these issues and more must be spelled out in the written agreement
- The sponsor school must submit a substantive change to NWCCU
- NWCCU will review this substantive change and looking at infrastructure, capacity, etc. prior to approving such a change

Colin Randolph provided an overview of some Financial Aid issues that CSI would be faced with if they go forward.....

- CWI would be listed as a CSI location in the CSI Financial Aid system.
- Course/programs offered by CWI will be added to the CSI system as CSI classes

There was a brief discussion about the BSU Larry Selland College transferring to CWI.

- If (when) this happens, funding for the Larry Selland College will go to CWI as the Region III PTE provider.
- How do students enrolled in programs at that time at BSU complete?
- What if programs they are currently enrolled in are not courses approved for CSI to offer? How does this transition take place?
- Must maintain fidelity in the handover of BSU PTE programs to CWI

### **Conference call with Julie Arthur—US Department of Education**

Institutional eligibility—a new community college must be state approved and accredited or partnered with an accredited institution. Example: KFCC and CCC are currently partnered while KFCC becomes accredited.

The sponsored institution can be listed as an additional location of an eligible institution

CSI would be awarded financial aid. The question is how you get it distributed to CWI students.

Is there a separate code that can be used to tell the difference between a CSI and CWI student? Yes, CSI can obtain their own code that would help with this.....

CSI would be sharing all funds available with CWI students.

**Discussions regarding technical systems are currently in place**

CSI currently uses PowerFades (spelling?) and Jenzabar

A programmer would be required to write programs to extract files and data from the CSI system to drop into the CWI system since they are not using the same system.

Reporting data for Title IV must be in CSI's system in order to correctly report data unless there is a way to work with clearing house to submit.

All of these issues will affect IPEDS reporting as well

Important to identify potential problems upfront

Ron Baker asked Julie to share with the group a timeline for having the ability to receive financial aid.

- Initial certification as a standalone institution can be applied for when the institution receives candidacy status from NWCCU.
- An eligibility analyst reviews policies, procedures, etc.
- Approval granted and then it takes another three weeks to respond and get set up.
- Total time approx. 6 months
- It is important to choose right time .....FA is funded through the USDOE each July 1 for one year in advance.

REMEMBER: Students graduating from CWI may not be transferable from a non accredited school and may or may not be allowed to sit for some national boards or exams.

Ron Baker let everyone know that agreements are not mandatory for schools. They are only necessary to receive financial aid. Find out in advance or check with some of the agencies who oversee these exams to make sure students will be allowed to participate.

Jerry Beck stated that the state has six area vo-tech schools. Part of the development of CWI includes moving the Larry Selland College to CWI. How does this work with BSU?

Dennis Griffin said negotiations are still happening with regards to facilities and location of CWI. Certain there will be a site in Nampa and it is likely the vo-tech labs will remain on the BSU campus for several years and students will attend those programs at BSU.

Julie stated that each location would be entered separately into the financial aid system as a CSI location.

Dennis asked Julie if CWI were to receive candidacy status through NWCCU could they receive financial aid by January 2009.

Julie: yes .... adding a location is easy.

Jerry Beck stated that first CSI would need SBE and NWCCU approval

Ron Backer said NWCCU would need three months lead time to review CWI for candidacy status.

Jerry Beck asked Julie if this process starts three months from now, could CWI still get financial aid January 2009?

Julie said as soon as CSI has state approval, approval from NWCCU and CWI has received candidacy.  
 Ron Baker: Julie, please clarify the policy regarding a student having the ability to receive financial aid when they take courses at multiple locations.

Julie: Students can get 50 percent of a program at one location and it would require pre-certification.

Jerry: Are there pitfalls?

Julie: It is very important to keep everyone in the loop at all levels.

Ron Baker shared a bit of perspective on the contract.  
 The institution s can limit oversight by outlining and identifying specific programs.  
 NWCCU will not provide guidelines for how to do this  
 NWCCU will hold the host institution accountable

Julie: US Dept of Education financial aid will follow guidelines set forth by NWCCU in accreditation.  
 Your policies must be consistent at each location.

Ron Baker: The host institution must realize their role to provide oversight. Money, space, and resource considerations must be considered fully by the host institution.

Julie: Academic administration issues can be “huge” as they relate to financial aid eligibility. Don’t forget to keep financial aid in the loop as you work through the process.

Victor asked Julie if there would be difficulty in sharing data. Julie indicated that they have no issue with CSI and CWI sharing data. Data goes in, money comes out. Data for CWI must go into CSI’s system. IT people may be able to figure out how to get your data systems together as one.

Kevin: Systems being used are Jenzabar and PowerFades at CSI and CWI is using DataTel. Experience has shown that it is not difficult to get data from DataTel to PowerFades (or vice versa?). Once funding is procured for a student by CSI, how will money be dispersed?

Julie: That is a process that will need to be worked out. Suggest that both institutions use the same auditing firm. US Dept of Education only cares that it all comes to them as one system from CSI.

Jerry Beck asked Julie if there was any problem if one school charged a different tuition.

Julie: It isn’t a problem until a student receiving financial aid is paying more than one who is not.

Kevin asked Julie to define eligible student.....Will CWI be able to put their own name on degrees and certificates?

Ron Baker suggested that degrees, certificates and transcripts have both institutions names on them somewhere. Clear disclosure is important. Maybe it would be CWI accredited by .....

Julie: Prior to CWI accreditation status, financial aid would be awarded to students enrolled in eligible programs through the accredited school.

Ron Baker: Do not ever imply an outcome of accreditation. Do not suggest your program is through CWI but that everyone understands it is a CSI program at CWI.

Jerry Gee offered that DataTel is a good program and you should work initially on the set up to make it work with Jenzabar and PowerFades. Suggest you implement one entity at a time and it may be easier than trying to get it all online at once.

Mike Mason: Batch reporting is always a challenge and how we get all of these systems working together will be a challenge but we should be able to make it work.

Kevin: DataTel has several built in points of integration. More important will be the practices and policies put into place and having adequate personnel especially in the technology area.

Colin agreed that technical expertise will be crucial

Ron Baker: Communication is the key to making this kind of partnership successful. CWI must remember that everything they do will have an effect on CSI. It is very tenuous.

Jerry Beck: The two independent Boards can be a challenge to partner, as well. The politics involved and what effects one community college in the state affects all of them.

Dennis: CWI is very aware of all of these issues. CWI does not want to jeopardize CSI in any way. CWI is willing to work cordially and would like to move forward. The CWI Board knows of the meeting today and are fully supportive of our partnering with CSI.

Victor and Cheryl nodded in agreement.

Jerry Beck: The first step would be a DRAFT document that would go to SBOE for approval.

Ron Baker: Politics exist at all levels and you all need to be prepared to explain the logistics of the process of becoming accredited and how this effects how and where you have the ability to use your name—CWI. If you know how to answer with the appropriate attitude and projection, it will not be an issue.

Jerry Gee suggested that a CSI rep and a CWI rep visit two community colleges that are in such a partnership right now to glean some useful information as we work through the DRAFT Agreement process. It would also be important to include PTE and SBOE in the discussions as we move forward with a written agreement.

Jerry Beck: Given the timelines, need to work expeditiously.

Colin: Concern that he has all of the appropriate information concerning locations that will be input into our system so they can be input correctly the first time vs. having make changes after the fact.

Dennis: BSU is acting and agreed to continue to be the payroll agent. This allows the 15 or so CWI personnel to receive benefits. Would CSI be willing to process payroll for CWI?

Mike Mason: Not sure what BSU is charging you, but yes we can discuss this....

Dennis will talk to BSU and get back to CSI.

Jerry Beck: There doesn't seem to be any major issues except getting all of the appropriate paperwork and applications turned in on a timely basis. Let's form an MOU Committee. Jerry and Dennis will talk on Tuesday about this committee. Need to designate two individuals (one CSI, one CWI) to visit other institutions already in this process. This committee will also initially function as a management team. CSI will name a person with accreditation experience to watch over and guide us through the process.

Dennis: It is CWI's goal at this time to have only employees working either 19.5 hours per week or full time.

Cheryl: It is VERY important that PTE does not get left out of the loop as we move through the process.

Ron Baker: it would be important to conduct periodic reviews. Every six months or so there should be a focused analysis of the process.

Jerry Beck: Accreditation is a BIG DEAL at CSI. It gives us the guiding principles to make CWI a great institution.

Ron Baker: Stay focused on those principles. Maintain accountability to those to whom you report as well as those you serve.

Doug Maughan and Shirl Boyce will be the official spokespersons.

Meeting adjourned 2:45 p.m.  
Recorded by Shonna Parsons

**CWI Conference Call**  
**Monday—December 22, 2008**  
**3:00 p.m.**

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CWI: Kevin, Conni, Terry, Rick, Brian

CSI: Jeff Fox, Mike Mason, Scott Scholes, Jennifer Zimmers, Edit Szanto  
and Jerry Gee

Scholarship Award Issues: CSI has no scholarship position so they need to have some different system to use Business Office. CSI has this person and we will not do it CWI way. CWI needs some sort of access and organization ID. Who at CSI can do permissions and this issue should be resolved ASAP.

Active Directory: CWI needs list of things associated with times/dates that CSI runs various items. Edit stated that she had emailed this to CWI last week.

Edit encouraged CWI to use Active Directory so that students and faculty/staff would have the appropriate access. CWI wants to wait to discuss this with Ken Campbell when he returns.

Edit explained the process and answered questions. Terry stated that he would see if Ken could help CWI get email going for CWI students.

Terry reported that they have approx 1,373 applications and 500+ registrations.

CWI is adding faculty to Jenzabar. They need to have an ID#

CWI will need to have students, faculty and staff check their ability to access the systems.

Clearing House Reporting will be CSI's responsibility showing CWI as branch campus.

Edit offered to provide online evaluation system training for CWI faculty. Rick will followup with Edit.

CWI needs to check with Julie for approval for FA.

There was an explanation of the BSU Selland College programs.

Meeting adjourned 4:00 p.m.

Recorded by Jeff Fox

CWI Conference Call  
Monday—January 5, 2009

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Attending CSI: Gail, Jeff H., Jennifer Z., Ken C., Scott S., Edit S., Mike M., Jeff F.  
Attending CWI: Victor, Kevin, Terry, Brian, Kim, Tracy, Rick, Marilyn

Topics for discussion –

- Calendar items (when is CSI doing implementing drops for no pays, etc.)
- Infomaker (access issues to some items or reports)
- Attendance reporting
- IT issue regarding web registration rights for students
- Attendance verification process
- Strategic Planning by CWI

Victor updated the group regarding where CWI is in their strategic planning process. They are currently rewording the actual plan from the original version. It has been initially approved by CWI Administration and will be looking more closely now at the goals/strategies and prioritizing them on a three year priority designation. Finding some overlap or redundancy in the goals as we go through them and we are addressing each one.

Jeff F. and Jerry G. encouraged CWI to keep a log of how they go through this process in the planning. The documentation of meetings, etc. would be important items to keep.

Question: At what point does the partnership between CSI and CWI dissolve? This question needs to be answered at some point as it relates to Title IV Funding (FA).

Jeff F. will try to get a better timeline for everyone as we move through this process as to how transition takes place.

Edit stated it was her understanding that CWI stood alone once they were no longer considered to be a branch campus of CSI with regards to FA.

Edit stated also that she would share information provided by Idaho SBE regarding strategic goal setting and benchmarks. The due date for this information to the state is in March.

Edit has designed a powerpoint presentation that outlines how instructors will access the online attendance verification and process for submitting. CSI will be presenting this information before the entire faculty as a group on Monday-January 12<sup>th</sup> and will offer hands on training during inservice week for those who would like to have some more detailed instruction. Edit recommended that CWI offer some kind of overall MyCSI training and that this presentation could be implemented as part of their training.

Kevin asked why the participation in this online verification was to be completed through the first week vs. the tenth day count?

Edit stated this process was set up to adhere to current CSI Business Office and Financial Aid practice and could certainly be altered if they desired or were agreeable.

Kevin questioned how faculty accessed username and passwords through JICS? Edit said once they are in the system they can get access through MyCSI. They must have their ID#, their Birth Date and SS number available to complete the process.

Mike offered to help enter CWI faculty by hand if there was not a script written to accommodate. CWI requested that someone work with Connie to get through this process for all fulltime and parttime faculty. Yes, Gail and Ken will work with Connie.

Kevin also asked if were possible for a student to go ahead and try the PIN retrieval and online payment process. Ken asked that Kevin get him some IDs and they would do some initial testing. There seems to some issue when they are entering students into Jenzabar with an error. It happens on each student and they are able to get around it but it requires several extra key strokes and someone needs to look into what is causing this error to appear each time.

Edit stated this sounded like a Jenzabar issue that would need to be addressed soon. Gail will work with Connie. Connie also asked when faculty could get access to MyCSI. Answer: They must be set up in Jenaabar. Once they are able to access their MyCSI, they should be sure to check over the details (day, time, etc.) on each course once they are able to access them. This will ensure the online evaluation feature functions properly.

Kevin clarified with the group for his information that CSI will run the “process” at 3 p.m. on January 8 for pending FA for students. CSI staff responded by saying “YES” On Monday January 12, CWI students will have the ability to charge book up until January 24. Monday January 20 is the first day of school and the tool has been built in the system to enable CWI to run this. Also, CWI asked again for a final cutoff date for attendance verification.

Will CWI have the ability to run a report in Infomaker that will tell us what faculty have not complied with the attendance verification process? Kevin responded by saying that he has the ability to write a report and will share that information with Rick for him to contact faculty.

Edit and Gail cautioned them to exclude late start classes from this query.

Mike Mason asked when the alert was scheduled to be sent to faculty.....Kevin, Rick, and Jeff Fox will have to decide what date this will be distributed.

Calendar dates to note.....

January 26: Lock for FA to cut checks or send information for disbursement.

January 27-28: Process checks

February 2: Last day to drop classes

February 9: Tuition due if there is no loan agreement or payment .... Start drops for non payment.

Do the dates have to be consistent between CSI and CWI? Is there a possibility to vary these at all?

Mike M. stated that he did not see why since FA is a fairly consistent process throughout the semester.

If we can work this out we would have to be sure to do recalcs daily. This is an auto process BUT it would definitely have to be done daily to catch everyone.

Mike, Edit, Jeff, and Jennifer were all in agreement and they will even look at the possibility for CSI to possibly make some changes.

Kevin asked if it would be possible to mail the checks directly to students.

Jeff Harmon responded by saying yes but they should be sent in a CWI envelope. Checks will be mailed out on Tuesday February 2<sup>nd</sup>.

Is there some “on the fly” tech support for CWI staff in the Bookstore? Do Bookstore employees need rights to see FA information in Power Faids.

CWI would like to mirror what CSI is doing at this time and review over the summer if we want to discuss varying from their schedule of doing things.

Meeting adjourned 4:30 p.m.

**CWI Conference Call**  
**January 12, 2009**  
**3:00 p.m.**

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CWI—Kevin, Victor, Tracy, Connie  
CSI—Ken, Jennifer, Edit, Gail, Scott, Jeff F.  
Jerry Gee

Hold over items for discussion

- Resolution to telweb code issues (auto script)
- Reports are operating properly
- Connectivity issues in applications server for some users at CWI

Gail stated she was awaiting word from Jenzabar on the telweb code issues.

Ken asked Kevin to call him when someone was actually experiencing the connectivity issue so he could track it.

Registrar update (Connie)

- Processing registrations into Jenzabar
- Running queries to make sure everything is working
- Staff being trained and will be working with Gail more to get through some minor issues
- Ran statements this morning
- Working with Dawn for miscellaneous charges

Bookstore

- Have had some connectivity issues this a.m. but seems to have worked through them.

Financial Aid

- Can we run an update late in the evening or first thing in the morning?

Jennifer

- There was an update ran at 4:45 p.m. on Friday
- Question regarding CWI-CSI and script releases.....

Kevin

- There are some patches that need to be loaded as soon as possible.
- Ken will work with Kevin to get this done.

JICS Progress.....Kevins stated there may be some compatibility issues with I-Frame. Edit told CWI if there was something that programmers need to be working on, please let her know.

Kevin stated that Rick wanted to touch base on attendance verification project. Edit has updated the powerpoint and she will send to Rick. Faculty don't seem to have a lot of questions so far.

Edit said that CSI is still trying to determine the best way to document attendance.

Jeff F. encouraged CWI to get the information regarding attendance verification out to faculty and keep it out there so they don't forget and will get on board.

Edit encouraged them to have first point of contact for technical issues that come up regarding this process.

Kevin stated that CWI is planning to make their first Financial Aid disbursement later on January 29, 2009.

Kevin and Jennifer will get together to discuss last minute issues.

CWI email addresses.....we will defer this conversation to another day.

Jeff F.....it appears to be possible that IPEDS unit ID could be assigned to CWI and they could do their own reporting.

We will be reporting at the CSI board tonite that CWI has approx. 2,000 admits and approx. 800 of those enrolled in an average of 9.17 credits.

CWI reported mass numbers of transfer students. They received 50 transcripts on Friday. They currently have over 500 transfer students.

CWI contracted services for data being entered into DataTel so their staff can focus on Jenzabar.

Mike Mason, Jeff Harmon and Jaime Ketterling will be attending Open House.

CWI Conference Call  
Monday—January 26, 2009  
3:00 p.m.

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CSI—Ken, Jeff H., Jeff F., Scott, Edit, Gail, Jennifer  
CWI—Kevin, Terry  
Jerry Gee

Kevin—update data on Wednesday night

Jeff—checks going in the mail on Friday

Kevin—students have been told checks will be mailed on February 3<sup>rd</sup>

Jeff—let's discuss online attendance verification

Kevin—need to start a discussion regarding the transfer of Selland classes to CWI and teach out agreements and how this affects students and their financial aid. CWI will review the teach out agreement and bring this topic for discussion at a later meeting.

Jeff—CSI speaking with Vera McCrink today regarding the AAS degrees. If the credits are the same as CSI programs there is no problem. If there is any difference, there will be an issue with approval for financial aid. Basically, if a BSU student is 50 percent complete in their program, they will complete with BSU. If they are less than 50 percent complete in their program, they will move to CWI.

Jerry G-The discussions have happened and CWI will start tech programs beginning July 1, 2009. All programs are currently scheduled to go to the SBE for approval in February 2009. In the April SBE meeting, the approval should come to move the Larry Selland College to CWI.

Victor, Dennis and Cheryl all have copies of this information.

Kevin—Would it be helpful for Jennifer at CSI and Brian at BSU to have a date?

Brian and Terry—Can we have a discussion regarding JICS support for students, faculty and staff? CWI requested that “we” talk offline” regarding this topic and bring it back to the group at a later time.

CWI—Bills going out...and CWI currently only has one cashier. Can we get approval and logins for more to run cashiering to assist?

Jeff H. will visit with Dawn and get back to CWI.

There was a spreadsheet sent to CSI from CWI regarding online attendance verification and everyone seems pleased with the exception of a few items like parent-child sections, etc.

Kevin—there is some confusion regarding section codes. Gail will clarify these for CWI. CWI instructors have received PIN numbers and are working on their attendance verification process.

CWI students did not have the option of the debit card this time.....checks only.

Meeting adjourned 3:50 p.m.

CWI Conference Call  
 Monday—February 2, 2009  
 3:00 p.m.

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CSI—Jeff F., Scott, Edit, Jennifer  
 CWI—Victor, Susan, \_\_\_\_\_?, Dr. \_\_\_\_\_? Kevin, Brian, Kim, Connie, Nancy, Terry, \_\_\_\_\_?  
 Jerry Gee

Susan: Senior Evaluators  
 Friday: Institutional Effectiveness

### **CSI Topics**

Active Directory  
 SDA  
 CSA  
 Online attendance verification  
 JICS

### **CWI Topics**

Support for module managers  
 Updates  
 As of February 2 – 1,217 registered

What is revenue generation process .... Need it for revenue projections.

Online verification process...Edit indicated it worked well but need to know accurate information on \_\_\_\_\_. Who did it? Who did not? Would like to give routine \_\_\_\_ will give program to Jenzabar.

Clarified the process for faculty reporting on the online process. Needs to know difference between \_\_\_\_ and not verified.

Connie – update on double \_\_\_\_ effort  
 1<sup>st</sup> start – Jenzabar  
 Then – Colleges detailed through daily routine.

Edit: On Friday, CWI was in plast but not working, but now it is working for everyone  
 Used for library, online evaluations, online grade submission...it is working

To Ken? CWI email addresses into CSI system. .... not yet. Not \_\_\_\_\_ needed. CSI will keep working on it

Edit: we will need onfo on SDA to let us know how this works

Terry: Process document coming by Wednesday plans to have personnel as well, faculty training is ongoing. ISDB will have person CWI campus. They currently have 8 students.

Scott: in

**CWI Conference Call**  
**Monday—February 9, 2009**  
**3:00 p.m.**

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**Draft**

CSI: Edit, Jeff F., Jeff H., Ken, Jennifer, Gail  
 CWI: Kevin, Rick, Marilyn, Tracy, Connie, Susan  
 Jerry Gee

**Topics**

- Students enrolled at both schools
- Admin access to reports
- Calendar items
- Online evaluations

Admin Access: Is there admin access available reports that CSI may already have designed that CWI admin could have access to....they don't know what they may want, but are wondering what may be available.

Gail will work with CWI in getting this set up for them.

Students enrolled at both institutions: There is a student who is claiming to be a CSI Vet Tech major but is enrolled only in CWI gen ed courses.

- Financial aid issue?
- How do we charge students enrolled at both schools
- If student takes gen ed course through CWI, can they transfer back to CSI for degree?

Jerry Gee stated if the student is enrolled at CWI, they are then for all general purposes a CWI student.

Terry is concerned about the advising aspect.....

This conversation will continue.....

Edit: Can we summarize briefly how a student is counted when they are enrolled at both CWI and CSI.....

- Students would be counted by both schools
- Students pay according to the courses they are enrolled into at each school
- Jennifer and Kevin will work through Financial Aid issues

**Online Evaluation:**

- How are students given access to take evaluations?
- Answer: they are notified of this feature in a syllabus that provides website links and encouragement to participate. Students receive a mass email reminding them when it is time. It is a totally automated process.

CWI is on board with this....Rick will work with CSI to get them online with this.

Jeff stated it is a great way to gather data and can be used in several ways.

What would be required next to have this happen for CW. Edit replied that they would need to have names of administrators, what level of rights they should have. This feature is available and could be ready for Spring however there would need to be some testing. Faculty can access their individual results through MyCSI, but administrators must be given rights.

Edit stated there are two limitations within the system.....1) multiple instructors on a course and 2) start and end dates which define when an evaluation period begins and ends.

Calendars:

- CWI thinking about taking entire Thanksgiving week off. Does CSI have a concern?
- Jeff stated the only concern would be start and end dates of a semester. They should be shared and run by Jerry Beck before advertised.
- Jennifer stated that there would be a return of Title IV issue associated with start and end dates of a semester.
- Edit stated that if semester begin dates vary it also effects the online registration dates, etc.
- Rick asked if there was an issue running beyond the July 24 end of summer school date.
- Kevin asked if there could be some specific guidelines in place about how semester dates are determined to ensure we are okay with Financial Aid
- Edit stated these are all instructional issues and they should be discussed with Jeff Fox and others.

Terry stated that they would like to gather topics throughout the week and have an official agenda for the calls.

Adjourn 3:55 p.m.

**CWI – CSI Conference Call**  
**Teach Out Agreements Discussion**  
**May 14, 2009—3:00 p.m.**

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Victor W., Rick A., Vera M., Susan J., Terry B., Gail S., Scott S., Jeff F.

Jeff: BSU's responsibility to teach out and award degrees to students already in progress. There are 140 students with less than 15 credits to AAS. Let's identify those students by name .... Put a time limit on them and go on.

Victor: We have 108 accounted for as last week with 50 or more credits completed towards an AAS.

Vera: Students not transferring....the programs are transferring. Students are not choosing to transfer so the transfer policy does not come into play.

Scott: It is more of an issue where the degree is coming from not about transferring the students. Where is the bulk of the program completed.

Susan: We have been telling students for a year that their degree will be from CWI.

Vera: We are cutting off programs effective July 1

Victor: The teach out agreement says BSU awards degrees through 2011 even though the program no longer exists at BSU. Why could you not also award this same degree?

Vera: BSU only agreed to teach out agreement for curriculum changes.

Jeff: Rationale....we at CSI are verifying that students coming into the CWI programs are meeting the program requirements for CSIs program or BSU program transferred to CWI. If we look at this a different way....it is that the program is transferring.

Rick: We are talking about residency more than anything else? At what point does CSI feel "comfortable" or "uncomfortable" in bringing students across for them (CWI) to award degrees.

Jeff: We will talk to NWCCU about this NEW approach. I will get back to everyone. I will call Victor in a day or so with the results of my conversation with them.

Adjourned 3:25 p.m.

**CWI-CSI Conference Call**  
**Monday-May 18, 2009**  
**3:00 p.m.**

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Edit S., Jeff F., Gail S., Scott S., Victor W., Terry B., Rick A., Jerry G.

Topics for discussion: Residency

BSU Registrar and CWI Registrar

“For those completing most PTE coursework at BSU and go to CWI for a few credits .... Or courses of gen ed....how does the 16 credit residency requirement play out?”

Can we empower the registrars to look at each student case by case and waive when appropriate?

Teach out only addresses certificates and associate degrees for Industrial Mechanic and Manufacturing

We will require students to “appeal” by a set date for the 2009-10 year .... Only.

What “check off” do we have to ensure they have completed PTE program required coursework?  
A certificate showing completion?

Terry and Connie will clean up the terminology and get this back to CSI.

There is a student who has been told by BSU that they could go to NIC....take one more course....and transfer back to CWI and get the degree.

It would be a topic for discussion with BSU. They should make it right for the student.

These unique cases may require that CWI-CSI approach BSU to do what is best for the student.

According to BSU because of the binding agreement and approval of agreement by SBE, their hands are tied.

How much leeway does CSI give to the waiver of the 16 credit residency requirement?

They have the opportunity to appeal the decision.

Can we determine a closer number of actual students “in the boat”?

Gail and Connie will work on these items case by case.

We will respond to BSU that we have a document and are working through the process.

Appeals should be directed through CWI Registrar...Connie...with approval by Gail at CSI.

NWCCU has directed CWI to gather information from CSI and we (Debi, Clark and Jeff) are visiting CWI on Friday.

Edit

- Online course evaluations powerpoint coming to CWIO with information to be completed before April 30.
- JICS issues this a.m. on your website link to old PIN retrieval and a link back to CSI.

## **CSI-CWI Pre-Debriefing**

### **September 17, 2009**

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Jeff Fox, Gail Schull, Jennifer Zimmers, Edit Szanto, Mike Mason, Jeff Harmon, Jay Sneddon, Ken Campbell

Last week CSI and CWI met to discuss accreditation. While in this.....there were other items discussed and we have decided to have a debriefing session with CWI folks who will come to our campus and meet with us as a group to discuss several issues.

After a brief discussion with Victor at CWI moments ago, they have not yet prepared a list that we were going to address as was planned for this particular meeting. Instead, I asked Victor for the list of the most pressing and he indicated to me that most of the issues they identified were “in-house” issues they needed to deal with.....but, they do have a few that he will forward to us.

Three quickly he stated were:

- Jenzabar-DataTel
- Response time in Jenzabar
- MyCSI Portal

Need a defined list with specific information before they come for that meeting.....(date and time if they are system issues) so we can address them each individually.

Jay indicated there have been very few calls regarding “slow” systems.....since beginning of August. In each instance we were able to identify a problem that was slowing the system.

Edit suggested that maybe “someone” could send an email to CWI folks when we are experiencing issues with the system so they know it is not isolated to them.

It is a known fact they are entering information into DataTel prior to entering into Jenzabar even though our agreement was they would use Jenzabar first. We have also spent some time doing data conversion for them to DataTel.

Are they exports they are doing causing slow downs in their system?

Gail stated that she has not received any specific answers to pointed questions she has asked about data entry into Jenzabar at CWI. Their registrar has never mentioned any systems issues in their weekly conversations.

Specifically, we are looking for any known issues that have not been resolved. They have also mentioned abandoning the MyCSI Portal at CWI.

Mike, Edit, and Ken all agree this would not be a good idea.

Mike stated there are approx. 125 CWI student refunds sitting in the CSI Business Office waiting for CWI to respond.

Edit questions whether the enrollment numbers they are reporting are coming from DataTel or Jenzabar.

What about IPEDs reporting? Are we doing that for them or are they doing that?

Ken agreed to contact Stan Brings on this issue?

Jeff asked that in preparation for the upcoming meeting, we will prepare a list of items we want them to bring and we will make a list of items we see as problematic.

As soon as Jeff gets the list from CWI he will forward to everyone to review and comment.

Jay stated that the system was handling loads just fine. We have tested things and they all run fine.

More volume in the system does not seem to create more stress in the system but we have not identified any major issues.

Jennifer stated an issue regarding PowerFaiDs being slow in the afternoons.....Jay will check into this....

CWI access to students needs to increase significantly. Their students are calling CSI because they cannot get access to someone to help them at CWI.

Note of poor communication.....someone on our campus sent an email to CWI....10 days later they received an auto reply.....

There has been issues with CSI faculty access in Jenzabar.

Ken would like to have a defined process for entering CWI emails into MyCSI for both students and faculty.

Jeff will send out this list and he asks that everyone review and respond back to him with clarifications and additional items.

## **Grievances**

C.10.1 – CWI Student Handbook

[https://cwidaho.cc/students-current/downloads/CWI\\_Student\\_Handbook\\_200910\\_2.pdf](https://cwidaho.cc/students-current/downloads/CWI_Student_Handbook_200910_2.pdf)

C.10.2 – CWI Employee Handbook

<http://www.cwidaho.cc/employee-tools/downloads/Employee%20Handbook%2010.09.pdf>